INTRODUCTION

Work on the strategic plan for the Main Campus of Arizona State University began during the 93-94 academic year. The Main Campus Strategic Planning and Budgeting Committee (MCSPBC), composed of faculty, staff and students and chaired by Professor Paul Burgess from the Department of Economics orchestrated the effort. MCSPBC appointed a series of working sub-committees and in total, over 80 individuals participated in the development of the plan. The majority of the work occurred during the 93-94 academic year and the document was completed Fall, 1994 and distributed in January of 1995. The plan proposed a set of focused initiatives aimed towards undergraduate education, graduate education, managing the enrollment profile, multidisciplinary research and faculty and staff salaries. The last initiative, perhaps the most important, recognized that for the plan's agenda to be embraced, a merit based salary plan must be in place.

The strategic plan has been very useful to the Provost in making budget decisions during the past four years. This report describes some of the progress and targeted investments made or actions taken by the office of the provost during the past three years to further the plan's agenda. This report, by no means, describes all of the progress the Main Campus has made during plan's existence but rather focuses on some specific actions by the Provost. We hope that the readers will be convinced that the work of the committee did not result in one more, dusty document shelved in an administrator's office.

THE UNDERGRADUATE INITIATIVE:

The Undergraduate initiative represented by far the most detailed part of the strategic plan. It built on the vision President Lattie Coor expressed during his inaugural address and in subsequent communications with the faculty. By necessity, it focused in large part on several problems the university was having which had to be addressed before major qualitative improvements could be undertaken.

- Improving access to courses students need for graduation
- Improving the educational experiences for all first-year students
- Promoting greater student involvement in learning
- Providing enhanced support for faculty, department and college efforts to improve undergraduate education
- Expanding programs that contribute to the academic success of students
Most progress in improving undergraduate education can be attributed to the academic colleges and to the Student Affairs vice presidential area. Both have provided exemplary leadership and have directed resources to the accomplishment of goals that address undergraduate education. In addition, the Provost has targeted actions and resources as incentives towards improving undergraduate education.

Improving Access to Courses and Programs Students Need for Graduation

Opening Class Sections:

A major accomplishment was the identification and distribution of $3.8M to the base operating budgets of the colleges for the sole purpose of providing enough classes for undergraduate students. A large portion of the temporary funding for opening class sections was replaced with permanent, in-base funding. The number of lower-division class sections in highly impacted courses has increased since the plan has been in place and we estimate that permanent funding for 1000 sections (previously funded by temporary money) has been accomplished. Judging by the vast reduction in number of student complaints registered in the Provost's and Registrar's offices, it now seems that the students, for the most part, are able to obtain full class schedules. This is also suggested by the fact that our Full Time Equivalent (FTE) student count is increasing at a greater rate than the student head count.

![Change in Fall Headcount vs FTE Enrollment](image)

Evening Degree Programs:

See managing enrollment profile (later section)

The Bachelor of Interdisciplinary Studies (BIS) Degree:

After extensive development and debate, the BIS degree was approved by the Academic Senate and The Arizona Board of Regents. This degree has rigorous yet flexible requirements and should be very popular with both community college transfer students and students who initially matriculate on the Main Campus. The degree will also be of great value to the extended campus as we strive to broaden our service to working and place-bound adults. Students have the ability to select two areas of
emphasis through any of 8 academic colleges. The degree is coordinated fully with the university General Studies requirements as well as the General Education Core Curriculum for community college transfers.

The first core courses for the BIS degree were offered during Spring semester, 1997 and there are now over 1000 students enrolled in the BIS program on campus. The first off campus BIS degree program was initiated at INTEL in January, 1998.

Improving the Educational Experiences of All First-Year Students

MCSPBC proposed many strategies to improve the retention of first-year students. At the time the plan was being developed, Arizona State University was losing over thirty percent of its freshmen and lower division transfer students during or following the first year and graduating less than 45% of students within 6 years of entry.

Many colleges are joining the University in its assault on persistence and graduation rates. Examples (among many) include a complete revamping of the large ECN 111 and 112 classes to include more computer aided tutorials and breakout sections. Student success rates in these large economics classes are improving. The Vice President for student affairs has increased the number of students participating the new comprehensive co-curricular program "The Freshmen Year Experience" to over 2000 students. Six year graduation rates have improved from 44.9% for the class that entered in 1989 to 48.4% for the class that entered in 1991. Freshman retention rate rose to 73% in the fall of 1998 from 68% in the Fall of 94. Improvement in retention rates have occurred for both minority and majority students.

Specific targeted investments from the office of the Provost include:

Entry Level Math and English Initiative:

The Departments of English and Mathematics (CLAS) have made substantive improvements in entry level math and English. The largest change common to both programs has been the hiring of full-time professional faculty to replace part-time faculty associates in the instructional programs for both programs.

Perhaps the most dramatic changes have occurred in the delivery of entry level mathematics. Some of the changes include hiring a new director of first-year mathematics who specializes math education, using weekly meetings of the teaching staff to discuss and standardize the expected learning outcomes in all sections of the same course, increasing tutoring, requiring homework, reducing class size and the greater use of graphing calculators. The improvement in performance of the students has been dramatic. For example, without changing standards, the failure rate (D, E and W grades) in Math 106 dropped from 63% in Fall of 93 to 24% in the Fall of 95. These dramatic results have continued to the present time.
Major changes have also occurred in Freshman English. We no longer are having the Maricopa Community College District teach remedial English on campus. Rather a new program "stretch" 101, allows students in need of additional English instruction to stretch Eng 101 over two semesters. This program has enjoyed great success and is gaining national recognition as a preferred way to deal with deficiencies in writing, a burden that many students who enter the university carry.

Summer Bridge Program for At Risk Students:

A summer bridge program for at risk students was initiated during the summer of 1995. A total of over 200 students have been involved in the program.

Promote Greater Student Involvement in Learning

Peer Tutoring and Service Learning Programs:

A peer tutoring component was added to the Writing Across the Curriculum program. Thirty-seven undergraduate students are selected from the basic composition courses based in part on writing performance. The 37 students undergo specific training in the art of tutoring and then apply their skills to students who frequent the four writing centers available on campus. Since academic year 94-95, over 3000 students have made over 9000 visits to the writing centers annually.

Many service learning programs are now underway in the colleges and through the campus communities. The provost's office has made targeted investments to add a service learning component to specific classes through the Division of Undergraduate Academic Services. Under the leadership of Dr. Gay Brack, ASU undergraduates have participated in service learning experiences. Partnerships have been developed with Roosevelt Elementary School District, Salvation Army, Youth Enrichment services, Pima-Maricopa Salt River Indian Community, Habitat for Humanity, Phelps Dodge, American Express and Motorola

The classes thus far involved include ENG. 102, 213, 215, 216, 217, 301 Plant Biology 108, 484, 498 and Geography 111, 484 Geology 484, Math Education 484, Nursing 484. The number of community service hours provided by ASU students in the science component alone, over the last 2 years, equals 16,680.

Science, Math, Engineering and Technology Education (SMET ed.)

The provost has made several targeted investments in SMET ed. by direct investment and through matching funds to the Hughes program and the Coalition for Engineering Excellence. Both programs are reinventing how SMET ed. is occurring at ASU by incorporating student research, cooperative learning, curricular reforms and creative laboratory design to enhance critical thinking and learning.

Provide Enhanced Support for Faculty, Department and College Efforts

Support For Faculty
College Based Faculty Development Program and University Faculty Development Program

During FY95 the Provost directed resources to the colleges for the express purpose of supporting faculty efforts to improve the quality of undergraduate education in the areas noted by the MCSPBC in the Strategic Plan. Many colleges matched the funds and each distributed the funds through competitive grant programs, or to fund workshops in cooperative learning etc. For example, the College of Business is using these funds to enhance their competitive Instructional Technology Grant Incentive Program. Proposals are solicited from faculty that define new ways of using technology to enhance student classroom instruction and student learning. The College of Engineering and Applied solicited proposals in the following areas: 1) the national agenda for engineering education as defined in the report, Engineering Education for a Changing World 2) the electronic classroom of the future (e.g., multimedia including the use of Mosaic on the INTERNET, and technology-enhanced education and 3) curriculum innovation supporting the development of the new engineering core courses. The Provost is committed to this college-based faculty development program for at least 5 years. Our goal is to have 50% of the faculty participate in new efforts aimed towards improving undergraduate education over the next five years.

Funds have also been identified which will double the budget of the University Faculty development program (now called the Center for Teaching and Learning) and a national search is underway to identify a new director.

Direct Document Delivery Services

To facilitate the use of library resources for teaching, research and service, the Provost collaborated with Dean Schmidt (University Libraries) to provide direct document delivery services for faculty. Specific project objectives are to increase faculty access to journals not owned by the libraries and to reduce delivery time for needed articles. Faculty are provided with fully subsidized direct access to three commercial document supply database systems. The service is non-mediated to the extent possible. Articles not available at ASU can be ordered from the commercial suppliers and shipped/faxed directly to the faculty. Faculty may use e-mail to request documents owned by the ASU libraries and have them delivered directly to their offices. This program was piloted during 1994-95 and has since been expanded to serve all main campus faculty.

Support For Academic Units (Colleges and Departments)

The MCSPBC suggested that targeted investments directed at improving undergraduate education were essential. The committee also concluded that academic units must be made whole after the budget cutting exercises of the early 90's. The provost has made every effort to redirect resources to the academic colleges when at all possible. During the very lean years of the early 90's, while most units in the university suffered substantial decreases in base state operating budgets, the academic college
operating budgets remained relatively flat and the Libraries grew by about 5%. From FY94 to FY98, the college budgets grew by about 42% while the total University budget grew by only 31%.

In addition, the majority of one-time capital expenditures) during FY 95, 96 and 97, and 98 were directed towards faculty/staff and student computing.

Expand programs that contribute to the academic success of all students

Advising and the Degree Audit System:

One of the more exciting initiatives that has the potential to be of great value to students, faculty and advisors is the installation of a Degree Audit System. Faculty and advisors have been agitating for such a system for at least the past 6 years and those involved in the comprehensive Student Process Reengineering Project (SPRP) made degree audit a high priority. We are happy to report that a degree audit system is now reality. Advisors are able to use the Degree Audit Reporting System (DARS) to help student's track progress toward completion of over 100 undergraduate academic programs. Targeted outcomes include helping students to: 1) identify unmet graduation requirements, 2) see the impact of changing academic programs on the remaining courses to be taken, 3) see how transfer work applies to an academic program. Perhaps even more important is the news that the Arizona Community Colleges and our sister institutions to the North and South are considering joining ASU with the degree audit system so that transfer can occur easily between all Arizona Institutions of higher education without undue loss of credits.

Also as part of SPRP, a new advising pilot called Cross-College Advising Services for Freshmen (CASF) was initiated in February, 1996. CASF advisors are housed in the same location yet come from several different disciplines and are cross-trained in each other's areas, with broad knowledge of undergraduate programs university-wide.

THE GRADUATE INITIATIVE

The Graduate Initiative was developed in large part under the leadership of Dean Brian Foster and a small subcommittee of the MCSPBC comprised of faculty and students. The initiative was perhaps the most strategic of all initiatives outlined in the plan in that it addressed three important areas. The committee recognized that our rapidly growing Ph.D. programs are suffering due to our rather anemic graduate stipends. Competing for the best students in many programs has become a losing exercise and the caliber of the Ph.D. student applicants we are able to attract does not meet the faculty expectations. Enticing the top students from the applicant pool to attend ASU has also been a next to impossible task for many programs.

In addition to addressing the problem of attracting better students, the planning committee also recognized that many of the most exciting areas for investigation by graduate students are at the boundaries of the traditional disciplines. It was concluded
that there was a major role for the University administration in fostering interdisciplinary programming since such programming does not fit comfortably in the disciplinary structure of the traditional university.

Finally, the committee recognized that one of the strengths of the University was its professional master's degree programs. These programs are our link to the professional community within greater Phoenix metropolitan area and perhaps represent our greatest contribution to the economic well being of the valley. The committee proposed that strengthening and promoting these programs would be of great benefit to the university, the students and the community.

In summary, the elements of the graduate plan included:

- Improving the Quality of Doctoral Programs Through Selective Scholarship Awards for Recruiting Outstanding Students
- Encouraging Development of Interdisciplinary Graduate Strengths
- Promoting the Effectiveness of Professional Master's Degrees

Most of the initial targeted investments made by the Provost's office towards the initiatives outlined in the overall plan have been directed towards the undergraduate initiative, the multidisciplinary initiatives (see later section), and the faculty and staff salaries (see later section). The graduate initiative had been largely ignored until FY96 when in cooperation with the Graduate college the University Graduate Scholarship Program was initiated.

Improving the Quality of Doctoral Programs Through Selective Scholarship Awards for Recruiting Outstanding Students.

In cooperation with the graduate college, a scholarship program was initiated with the express purpose of helping our graduate programs compete for the best and brightest students for their doctoral and/or terminal masters degree programs. The scholarships have been named The University Graduate Scholar awards. Three year award packages have been developed through a combination of funding from the Provost's Office, the Academic Colleges and the Departments. The first competition was held in Fall, 1995. Selected for stipend enhancements in the first cycle were Accountancy, Chemistry, Creative Writing (MFA), Dance (MFA), Geography, Geology, Industrial Engineering, Psychology, Zoology. Since the initial cycle, other departments have been added to the stipend enhancement program. The University Graduate Scholar awards program is advertised nationally and the perception is that application from qualified students are on the increase. Most departments who participated during the first year believe that the program is making a difference. As recommended by MCSPBC, we anticipate evaluating this program after three years to make definitive determinations concerning progress. We look forward with great expectation to the outcome of this initiative.

Encourage Development of Interdisciplinary Graduate Strengths
No specific targeted investments have been made by the provost to directly encourage the development of interdisciplinary graduate strength. However, targeted investments have been made in several multidisciplinary research projects (see later section). Several of these projects have an educational component aimed towards interdisciplinary graduate training. As part of the Multidisciplinary Initiative, some progress has been made in the development and nurturing of interdisciplinary strengths. An interdisciplinary graduate seminar "Ecosystems Engineering Seminar" was developed and crosslisted among five departments from two colleges. Thirty-three graduate students completed this course. A second new graduate seminar entitled "Environmental Transport" was initiated and crosslisted among 4 departments from two colleges. Twenty-nine students were enrolled. These interdisciplinary graduate seminars will continue. Two graduate students were recruited and are doing interdisciplinary research in developing a mathematical bio-, geo-, chemo-physical model for ecosystem response prediction for arid climates.

A new interdisciplinary curriculum in Geographic Information Systems (GIS) and The Application of Computer Technology in the Southwestern Environment has been developed by a multi-disciplinary group of faculty. Five new courses have been developed (3 crosslisted) and were first offered during spring of 1996.

Promote the Effectiveness of Professional Master's Degrees

While no targeted investments have been made by the Provost's Office toward promoting professional master's degrees, at least two units, the College of Business and the School of Social Work have made the MBA degree and the MSW degrees respectively the highest priority in the respective units. Many changes in the curriculum are occurring for MBA students and the program is attracting better students. Recently, the MBA program at ASU Main ranked 34th among programs in both public and private universities by U.S. News and World Report. Enrollments in the MSW program have grown by 30% over the past two years.

Preparing Future Faculty (PFF)

The Provost has contributed financially to the PFF program. This program is a national program initially funded by the Pew Foundation designed to develop new approaches to preparing doctoral students who are seeking careers in the professorate. Approximately 70 doctoral students are being exposed to diverse environments in which faculty carry out their duties such as research universities, liberal arts colleges and community colleges. The project helps doctoral students emerge better prepared to meet the faculty responsibilities in various types of institutions.

THE ENROLLMENT PROFILE INITIATIVE

Within the context of Arizona Board of Regent's study that predicted considerable enrollment growth would occur in Arizona's universities between the present time and
the early part of the 21st Century, President Coor outlined an enrollment growth plan for the multi-campus Arizona State University. The current plan is to cap Main Campus enrollment at 39000 day-time students. In anticipation of a cap, the MCSPBC addressed the question of the ideal undergraduate student profile for the Main Campus. The plan recommended the following:

- Require improved academic preparation of entering students
- Increase student diversity
- Achieve a better balance between lower division and upper division students
- Alter course offering patterns by expanding evening, weekend, intercession, off-campus and extended education classes

It should be emphasized that the above and what follows refers to the Main Campus only. The committee members agreed that to better serve metropolitan area, ASU West and East should join with the Main Campus in carefully planning for enrollment growth and alternative delivery systems.

Improved Academic Preparation of Entering Undergraduate Students

Improved Admission Requirements: The Main campus has worked with the other Arizona universities to develop a new set of admission requirements for both FTIACS (First Time in Any College Students) and transfer students. The new requirements went into effect in 1997.

Improved Recruiting: Considerable emphases continues to be placed on the recruitment of Regent's, Merit and Flinn scholars. During FY95 the budget for recruiting these scholars more than doubled as did total expenditures by the Honor's College. Much progress has been made. The Fall, 1997 Freshmen class included 52 National Merit Scholars, up from 35 in 1996, the number of Regent's Scholars was during FY 97 was 624, up from 510 the prior year. During the past three years ASU attracted 6 Flinn Scholars up from 3 in 1996. The percentage of new freshmen who were in the top 10% of the high school graduating class grew from 21.0 in 1994 to 29.1 in 1998.

A new recruiting effort, whereby the University is focusing on high school students in the top 6 to 10% of their high school graduating class, has been initiated. Prior to this time, ASU offered nothing to this outstanding group of students in scholarship awards and our success in attracting them was meager at best. Along with a new emphasis on recruiting this group, a new scholarship program was established where each student in the top 6 to 10% will receive a scholarship of $1000 if they attend ASU. To date, 1.2 million dollars per year have been identified for this initiative. We anticipating doubling this amount but the total investment will depend on the success of the recruiting effort. We look forward with great anticipation to the outcome of this effort.

Increase Student Diversity
The University has continued aggressive recruitment efforts to reach minority students. Minority student enrollment has risen from 167% in Fall 94 to 19.4% in Fall 98. A new Chicano/Chicana Studies program and department has been approved by the Regents as has an African American Studies program. Asian American and American Indian studies programs are now under development.

**Balanced Student Profile**

The University continues to stress the active recruitment of FTIACS (First time in Any College Students). Much progress is being made. During Fall 1997, for the first time in over a decade, the proportion of new freshman entering the Main Campus exceeded the proportion of new transfer students entering the University. This emphasis on recruiting at the freshman level should eventually reverse the trend toward more and more upper division students and fewer and fewer lower division students. The number of new freshmen reached a low in Fall, 1991 of 2,793 while new transfer students totaled 3958. In the Fall of 1998, new freshmen and transfer students totaled 4943 and 3803 respectively.

**Alter Course Offering Patterns**

Evening Degree Programs: The College of Extended Education (CEE), in cooperation with the Deans of the Academic Colleges, is facilitating the offering of courses in the evening hours. This is being accomplished systematically and programmatically so that as a bottom line, we now have 6 additional programs where a complete degree can be obtained through attending evening classes only either at a community college or on the main campus. New evening degree programs include:

- English
- Political Science
- Psychology
- Sociology
- History
- Communication

Since implementation, the evening courses have been enrolled almost to capacity. These courses will continue to be offered on a regular basis in the evening as well as in the day time. The CEE is now exploring with other disciplines the possibility of expanding the inventory of evening degree programs.

Winter Session: The first intersession was offered during December-January, 1996-97. Over 800 students enrolled in 24 sections. The second intersession offered in December-January 1997-98 attracted 1430 students in 53 sections.

Weekend Session: A weekend session is now under development.

**RESEARCH INITIATIVE**
MULTIDISCIPLINARY INITIATIVE:

Competitive Grants Program: The Multidisciplinary Initiative Competitive grants program has been led by Dr. Julie Codell, Director of the School of Art with the help of the multidisciplinary subcommittee along with additional faculty who have served on proposal review panels. The intent of the multidisciplinary initiative as described by MCSPBC was to:

- Foster cooperation and collaboration across individual colleges especially in research/creative activity and community
- Partnerships/service and outreach and
- Help faculty participate in exciting academic and societal opportunities which lie at the intersection of two or more disciplines.

We have completed three rounds of competition for multidisciplinary proposals. The funded projects fall into three categories including:

THE ENVIRONMENT

- Ecosystem management, environmental transport and biorestoration (Funded Year 1)
- Geographic Information System (GIS): The application of computer technology in the southwestern united states (Funded Year 1)
- Water environment in arid lands (Funded Year 2)

BIOMEDICAL

- A biopsycho-social approach to enhancing health among inner-city children (Funded Year 1)
- Engineering novel biomaterials, biointerfaces and small-scale biohybrid devices (Funded Year 2)

TEACHING AND LEARNING

- Collaborative in-service enhancement of math and science K-12 (Funded Year 1)
- Multidisciplinary Research on the Next Generation Multimedia Technologies for Interactive Distributed Learning (Funded Year 3)

SOCIAL SCIENCE RESEARCH AND OUTREACH

- Initiative for the study of conflict and its management (Funded Year 3)

Progress reports are received each year. As expected, much progress has been made in the development of a Geographic Information System (GIS). A centralized VIS/GIS lab has been established in the Computer Commons and site licensing is under final
review. This site is serving as a focal point for GIS interest on campus and is promoting communication between many academic units. Twelve research proposals and one educational proposal have been submitted by faculty from CLAS, CAED, and CEAS. All of these interdisciplinary proposals depend in part on the availability of GIS capabilities. The undergraduate and graduate curricula have been enriched.

Several proposals for external funding have been submitted by the multidisciplinary group working on Ecosystem Management, Environmental Transport and Biorestoration and several papers have been submitted/published as an outcome of the activities of the group. A significant collaborative project resulting from the initiative is the design of a system to limit coliform bacterial populations in recreational areas of Lake Havasu. Here the research teams worked together to solve a practical problem for the Arizona Department of Environmental Quality. Last year a major interdisciplinary grant was obtained from the National Science Foundation to fund a Long Term Ecological Research Center (LTER). Many individuals involved in the multidisciplinary initiative program participated in the development and success in obtaining the multi-million dollar grant for the LTER.

Several presentations at national meetings have occurred as the result of research supported by the initiative Enhancing Health Among Inner-City Children. Perhaps more important than these presentations is the increase in the number of community parents and children that have been serviced as a result of the funding.

It is a bit early to determine whether the Multidisciplinary Initiatives are meeting all of the goals envisioned by MCSPBC. As suggested by the committee, the program will be thoroughly evaluated at the end of three years to determine success and whether the program should be continued.

Provost's Targeted Investments: In addition to the multidisciplinary competitive grants program, the provost and vice provost for research, in cooperation with selected deans, has embarked on a targeted investment program the objectives of which are:

1. To improve the overall research reputation of the University in order to make us more competitive for AAU status and
2. To maintain our relatively fragile Research I status.

These targeted investments have focused and enhanced obvious strengths within the science research efforts in the university.

Four major initiatives are currently underway and others are in the planning stages:

- A reorganization of the Center for Environmental Science is complete. A new director is now in place and several large
- Interdisciplinary grants have been obtained (for example See LTER above).
• Project Ingenhouse is a major initiative to leverage cutting edge research being performed by the Center for Photosynthesis and to increase the interdisciplinary possibilities between the photosynthesis group and the bioengineering group.
• The Institute for the Study of Human Origins has been moved from its original home base in Berkeley, California to the Anthropology Department of ASU.
• The Mars discovery project has the potential to leverage the fine work being done by our planetary geologists in the Department of Geology to new levels.

SALARY INITIATIVE

The MCSPBC recognized that without appropriate rewards in the form of performance based salary increases, making substantial progress on any strategic plan would be difficult at best. The Faculty/AP Developmental/ Evaluation/Compensation (FADEC) subcommittee developed a performance based salary plan for faculty and academic professionals and made other recommendations about salaries in general. The major recommendations of this group for faculty and academic professionals were:

• For the 1994-99 planning horizon, a central priority in all university budgeting decisions shall be improving salaries for those judged to be performing at a satisfactory level or better.
• The highest priority in budget requests to the state legislature shall be improving salaries until the following benchmarks are reached.
• For faculty and academic professionals, the 50th percentile for the average salary of all ranked faculty at the combined ASU/UofA peer institutions, as reported in the annual AAUP salary surveys.
• When the above data are not available for academic professionals, at least the average salary for comparable positions in the relevant local, regional or national market.

Some progress has been made on the salary issue for all university employees. Not only has salary been the highest priority in all legislative requests, the provost has reallocated substantial funds within the university to augment the merit portion of legislative appropriations. Discretionary dollars have been used to bring staff to the true minimums as well as to supplement merit pools. The following graphically illustrates the impact of the supplemental funding on faculty and classified staff salaries:

• Professor Salaries
• Associate Professor Salaries
• Assistant Professor Salaries
• Classified Staff Salaries

A similar impact can be demonstrated for all other employee groups within the university.

FINAL COMMENT
In the four years since the original plan was developed, much has happened in the planning arena. President Coor has had national, local and university panels develop a plan for the University of the Next Century involving all three campuses of ASU (http://www.asu.edu/president/unc/). The vice presidential areas and the colleges have developed strategic and action plans. The Main campus plan has been modified for submission to the Regents and the State and a new university committee has revisited the plan and updated and revised the work of the original MCSPB committee. For a plan to be remain useful, individuals in positions of leadership must continually be reminded of the path, and the plan outlining the path must be a living document subject to change in an ever changing environment.