

Comprehensive Development Plan for a New American University

Final Report



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A Message From President Michael M. Crow

We are pleased to present the Comprehensive Development Plan for Arizona State University, an ambitious master plan conceived to guide the transformation of the four campuses of one of the nation's largest universities through a period of unprecedented change and decisive maturation. To be implemented in phases over the course of the coming decade, the master plan will shape the campuses of the university, providing guidance for the optimal utilization and renovation of existing facilities and infrastructure, the design and construction of new buildings and infrastructure, and the refashioning of the grounds for site-appropriate usage with maximal social, cultural, and aesthetic value. The master plan will lead to the realization of campuses that reflect the scope and stature of a world-class institution, and provide for students' vibrant living/learning environments, fostering an institutional culture consistent with the spirit and climate of the region, as well as its objectives for a sustainable future.

The product of more than two years of deliberation and dialogue between principal university constituencies, community groups, and renowned planners and designers, the Comprehensive Development Plan has been conceived and will be implemented in tandem with the exhaustive reconceptualization and reorganization of the university set forth in the April 2004 white paper "One University in Many Places: Transitional Design to Twenty-First Century Excellence." As specified in that document, the objective of the reorganization is to build a comprehensive metropolitan research university that is an unparalleled combination of academic excellence and commitment to its social, economic, cultural, and environmental setting.

ASU is a public asset that belongs to the citizens of Arizona, and its progress to date is the result of the effort and dedication of the many constituencies it serves: students, alumni, parents, faculty, staff, members of the community, civic and business groups, business and industry, local governments and municipalities, friends of the university, and philanthropic foundations—those who understand the significance of its mission and are committed to the success of both the university and the region.

In order for a university to succeed and, in turn, engender success, it must be competitive in the fiercely competitive milieu in which American research universities, both public and private, must operate. Because teaching and research of the highest quality cannot flourish without a quality academic environment, the implementation of the Comprehensive Development Plan is both critical and intrinsically interrelated with the success of the overall strategic plan.

The essence of a great university does not dwell only in its libraries, laboratories, studios, classrooms, dormitories, playing fields, and commons; its irreducible core is the human relationships within its scope. Although the physical manifestation of a university remains secondary to the community of students and scholars who are its spirit, it is inconceivable to imagine a great school without campuses that meet its needs and express its higher aspirations. In this context, the Comprehensive Development Plan seeks to break new ground in defining the relationships between the four ASU campuses, the clusters of colleges and schools that comprise each campus, the university community and its academic programs, and the university and the surrounding metropolitan region.

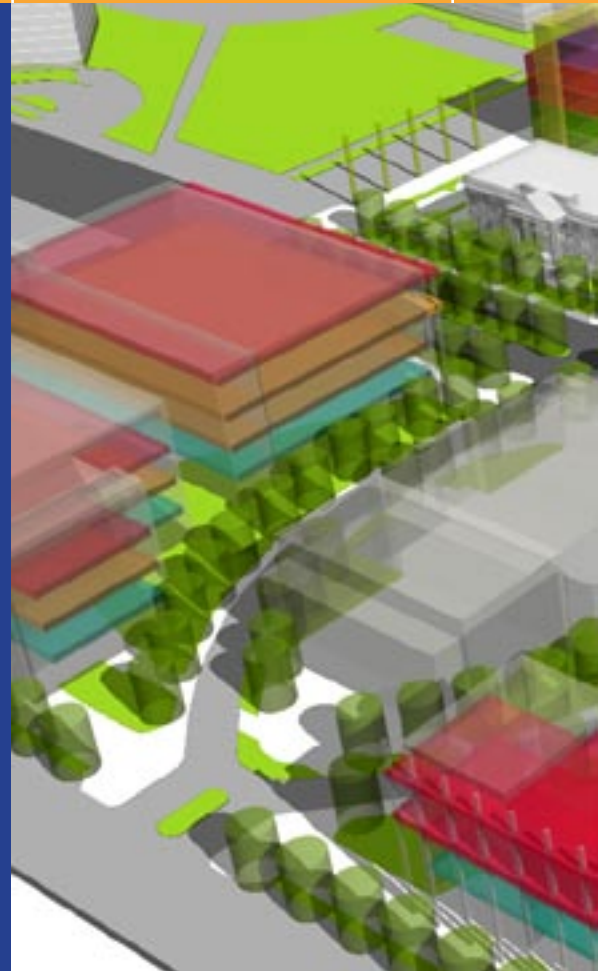
The New American University now emerging at ASU represents a pioneering effort to redefine the American research university, and to provide for the region an institution that addresses its unique demands and dynamics while leveraging its competitive advantage through strategic global engagement. Whether providing access to the best possible education for the students of Arizona, generating economic growth through its groundbreaking interdisciplinary research enterprise, or improving the quality of life and quality of place for all Arizonans, ASU is committed to building a great university here in metropolitan Phoenix. The Comprehensive Development Plan is an important statement of that commitment and intent.

A handwritten signature in black ink that reads "Michael Crow". The signature is written in a cursive, flowing style.

Michael M. Crow, President



**Objective of the Design Process:
To build a comprehensive metropolitan research university that embodies an unparalleled combination of academic excellence with a commitment to its social, economic, cultural, and environmental setting.**



Comprehensive Development Plan for a New American University

ASU is building a comprehensive metropolitan university that embodies an unparalleled combination of academic excellence with a commitment to enhance its social, economic, cultural, and environmental setting. As it evolves during a ten-year institutional transformation, the parameters of which were set forth in the April 2004 white paper "One University in Many Places: Transitional Design to Twenty-First Century Excellence," ASU is poised for the next step in its rapid and unique development as one of the nation's premier public research universities. ASU will serve as the prototype for a "New American University," redefining the American research university, and spurring the evolution of an institutional form rooted in the past.

As the only major research university in the heart of one of the most rapidly urbanizing metropolitan areas in the nation, a region marked by explosive population growth, demographic change, and environmental trends that threaten its sustainability, ASU must provide leadership for a region that lags behind comparable metropolitan areas in a number of educational, economic, and environmental indicators. ASU seeks to provide the best possible education for the broadest possible spectrum of qualified students, and although focused on its region, the university is moving aggressively to establish a global presence.

Although a single and unified institution currently enrolling more than 60,000 undergraduate, graduate, and professional students, ASU is spatially distributed

across metropolitan Phoenix in four differentiated campuses of equally high aspiration ("One University in Many Places"). Each campus represents a planned clustering of related colleges and schools. A federation of strong entrepreneurial colleges, schools, departments, and interdisciplinary institutes and centers will increase academic excellence, foster creativity, and maximize the real-world impact of the problem-focused research university of the future.

Providing the best possible education to the students of Arizona, generating economic growth through its visionary research enterprise, and improving the quality of life and quality of place for all Arizonans, ASU is committed to building a great university here in the American Southwest.



Differentiation Model

Build on existing ASU strengths to produce:

- An institution focused on teaching, research, creative excellence;
- A flexible, responsive, problem-focused institution;
- An institution concerned with optimal societal outcomes of research;
- A cooperative environment with student, faculty, staff in pursuit of excellence;
- Strong and deep linkages to the community;
- Distribution of programs throughout the community;
- Nationally competitive interdisciplinary traditions;
- Unique colleges, schools, interdisciplinary research centers, and departments (“school-centrism”)

College/School-centrism: Empowerment of Colleges and Schools

- A federation of unique colleges, schools, academic departments, and interdisciplinary institutes and research centers (“schools”) as the foundation of a premier metropolitan research university
- A deliberate and planned clustering of programs on each campus around a related theme and mission
- Schools develop unique intellectual identities within ASU (complementary, i.e., no duplication)
- University success driven by success of schools competing at the highest levels for students, faculty, and resources
- Schools compete for status, not with other schools within the university, but with peer schools around the

country and around the world (targeted competitors)

- Schools grow and prosper to the extent of the individual, intellectual and market limits
- Intellectual and entrepreneurial redevolves to the level of the college or school
- Historical physical and fiscal constraints are overcome through ownership of the competitive academic process at the level of each college and school
- Schools are encouraged to develop new designs and directions to attain differentiation and distinction, both within ASU and among peers

ASU Vision:
To establish ASU as the model for a New American University, measured not by who we exclude, but rather by who we include; pursuing research and discovery that considers the public good; assuming major responsibility for the economic, social, and cultural vitality of the community

As a New American University, ASU seeks to:

- ❖ Provide quality education that is accessible to a broad population
- ❖ Create a highly educated workforce
- ❖ Generate economic growth
- ❖ Conduct transdisciplinary research for the public good
- ❖ Maintain a global perspective in our endeavors



ASU: "One University In Many Places"

Although a single and unified institution, ASU is spatially distributed across metropolitan Phoenix in four differentiated campuses of equally high aspiration. Each campus represents a planned clustering of related colleges and schools.

Challenges Confronting ASU

- Explosive population growth
- Increasing demographic diversification
- Limited higher education infrastructure
- Underperforming pre-K – 12 educational system
- Physical constraints on the Tempe campus
- Limited public and private support
- Increased global competition

Design Aspirations For a New American University

1. Leveraging place: embracing our cultural, social, economic, and physical setting
2. Transforming society: becoming a force, not only a place
3. Academic enterprise: serving as a responsible knowledge entrepreneur
4. Use-inspired research: improving the human condition through the appropriate application of knowledge
5. Focus on the individual: outcome-determined excellence; commitment to intellectual and cultural diversity
6. Intellectual fusion: interdisciplinary/ multidisciplinary/ transdisciplinary/ postdisciplinary
7. Social embeddedness: social enterprise development through direct engagement
8. Global engagement: transnational/ transcultural perspective



Evolution of ASU:

- ❖ 1885-1925 – Territorial Normal School
- ❖ 1925-1945 – Arizona State Teachers College
- ❖ 1945-1958 – Arizona State College
- ❖ 1958 – Arizona State University
- ❖ 1994 – Carnegie Foundation "Research Extensive" ("Research I") status
- ❖ 2002 – A strong regional university with focused strengths
- ❖ 2012 – ASU as the New American University, one of the nation's premier public research universities



CAMPUSES:

ASU at the Tempe campus:

The historic Tempe campus, enrolling more than 50,000 students, is a transdisciplinary academic community advancing the core historical disciplines associated with comprehensive research-intensive universities, including the arts and humanities, the natural and social sciences, engineering, and the professional schools. The Tempe campus is a preeminent regional venue for athletics and cultural events.

ASU at the West campus:

A campus that balances the traditions of a liberal arts education with responsiveness to the dynamics of the workforce, ASU at the West campus is committed to teaching and research that is transdisciplinary, collaborative, and problem-based. The development plan emphasizes a living-learning-working village with academic buildings, cultural amenities, commercial space, athletic and recreational facilities, and student and market-rate housing for faculty and staff.

ASU at the Polytechnic campus:

With a curriculum integrating applied science and technology, the campus is emerging as one of the nation's premier polytechnics, whose graduates are grounded in experience-based learning and applications-based problem solving. The campus, with its state-of-the-art facilities, is evolving into the leading educational and cultural center in the fast-growing East Valley, promoting collaboration with business and industry. Because the campus offers programs that apply cutting-edge technology to address professional and societal needs, Polytechnic campus graduates will be prepared for direct entry into the workforce.

ASU at the Downtown Phoenix campus:

With plans for a downtown Phoenix campus enrolling 15,000 students, ASU is a key stakeholder in the revitalization of the historic urban core of Phoenix, in partnership with the city, its neighborhoods, and businesses. The downtown campus will combine academic, public, private, and residential facilities in a diverse and vibrant 24/7 living/learning environment that advances both knowledge and societal transformation, and encourages economic development. The unique cluster of colleges and schools on the downtown Phoenix campus will have in common a focus on the public mission of ASU.



ASU at the Tempe campus:
 “Empowering Global Competitiveness”



ASU at the Polytechnic campus:
 “Building Competitiveness for the Region”



ASU at the West campus:
 “Creative Excellence”



ASU at the Downtown Phoenix campus:
 “Public Service in the Urban Core”



CAMPUS AS CIVIC SPACE: PRINCIPLES AND THEMES

As the implementation of the Comprehensive Development Plan translates the tenets of the New American University into physical environments, a new set of framework principles will guide the development of the campuses:

Campuses integrated and embedded within communities

- Intermixture of diverse constituents of differing ages, socioeconomic backgrounds, ethnicities, and physical abilities
- Mixed-use living/learning/shopping/working environments
- Outdoor cafés and restaurants

Campuses and communities as civic spaces

- Human-scale buildings and landscapes
- Squares/quadrangles/marketplaces
- Civic spaces and public art at all campuses
- Compatible materials palette
- Sustainable and climate-responsive planning

Campuses and communities as integrated districts

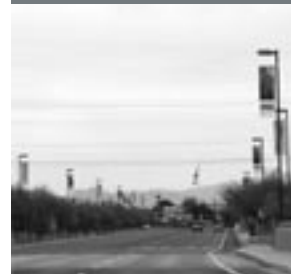
- Balanced transportation planning
- Pedestrian networks/pedestrian-friendly streets
- Bicycle networks
- Public transportation
- Universal accessibility



Existing/Proposed - Polytechnic Campus Academic Mall



Existing/Proposed - ASU at the Downtown Phoenix Campus



Existing/Proposed - Polytechnic Campus Gateway Drive



Existing West Campus Library Mall

Proposed West Campus Library Mall



Existing Tempe Campus Orange Mall

Proposed Tempe Campus Orange Mall



Observations

The master plan development process advanced according to the following timeframe:

- ❖ June - December 2003 – Observations
- ❖ September 2003 – Vision White Paper
- ❖ January 2004 – Planning Principles and Concept Development
- ❖ January - June 2004 – District Workshops
- ❖ April 2004 – “One University in Many Places” White Paper
- ❖ July - August 2004 – Final Plan and Guidelines Development
- ❖ September - October 2004 – Draft Final Plan Public Forums
- ❖ April 2005 – Arizona Board of Regents Presentation

THE COMPREHENSIVE DEVELOPMENT PLAN PROCESS

The Arizona State University Comprehensive Development Plan (“master plan”) was initiated in June 2003. The objective of the process has been to develop a master plan to guide the development of all four ASU campuses: ASU at the Tempe campus, ASU at the West campus, ASU at the Polytechnic campus, and ASU at the Downtown Phoenix campus.

Ayers/Saint/Gross, architects and planners, based in Baltimore, Maryland, was retained as the lead planners. Consultants included: Paulien and Associates, Denver, Colorado (space needs analysis); Martin Alexiou Bryson, Raleigh, North Carolina (transportation planning); Ten Eyck Landscape Architects, Phoenix, Arizona (landscape architecture); GLHN Architects and Engineers, Tucson, Arizona (utilities infrastructure planning).



Parallel and complementary to the master planning process, ASU developed a strategic plan for the reconceptualization and reorganization of the university, set forth in the April 2004 white paper "One University in Many Places: Transitional Design to Twenty-First Century Excellence" (<http://www.asu.edu/president/udt/UDTwhitepaper.pdf/>). Both the recommendations of "One University in Many Places" and the concept of a "New American University" (<http://www.asu.edu/president/newamericanuniversity/>), first announced in the November 2002 inaugural address of President Michael Crow (<http://www.asu.edu/ia/inauguration/address/>), inform the Comprehensive Development Plan.

The observations phase included data gathering from university, city, regional, and state resources to examine the physical and programmatic aspects of each campus. The space utilization study,

transportation study, utilities and infrastructure study, and landscape review were initiated during this phase. Extensive interviews and focus groups were held to gather additional information. Individuals from the following groups were interviewed: students, faculty, academic chairs and directors, Academic Senate, deans, Deans Council, provosts, alumni, ASU Foundation, staff, Staff Council, VP Finance and Auxiliary Services, Residential Life, Student Life, Intercollegiate Athletics, Greek Life, city and state officials (including ADOT), state leadership, ABOR, neighbors and neighborhood associations, owners of adjacent properties, developers, Downtown business owners, and sustainability experts.

The planning principles and concept plan were developed during the observations phase based on input from the executive committee. These overriding global principles are intended to capture the critical

planning objectives, vision, and goals of the master plan. Two sets of principles were developed: one for the university as a whole, and one for each campus. The ASU goals address the role the university plays as a civic presence in the larger metropolitan context. The campus-specific goals address localized issues and objectives. The concept plan is intended to illustrate a possible framework for the university that addresses the issues defined in the observations and principles.

The observations, principles, and concept plans were presented during open forums on each campus. Concept plans for all four campuses were showcased at each forum to increase an awareness of the issues facing all of the campuses and to generate discussion regarding possible sharing of resources across campuses.





Each campus was examined in greater detail during the district workshop phase. Faculty, students, staff, administrators, city officials, and neighbors were invited to participate in two-day planning workshops. A brief presentation on the overall purpose of the plan, the process, and a synopsis of the observations were presented to participants during the first day of each workshop. Each group afterwards undertook a walking tour of their respective campus district to consider the unique opportunities and challenges confronting the campus. Participants were offered the opportunity to review and critique various design options, and on the subsequent day, revised sketch plans were presented for further critique. The process fostered close involvement by stakeholders on each campus. In each case the consensus recommendations were reviewed in conjunction with senior

campus administrators, or with the executive committee soliciting further input, as appropriate. To address utility, service, and phasing issues, draft plans were also reviewed by the facilities personnel of each campus.

The final plan phase reaffirmed the space needs, transportation, infrastructure, and landscape framework of each campus. Phasing was developed appropriate to the projected growth of each campus in terms of population, programs, and services. The final plan was reviewed by the executive committee as well as on each campus in a series of open forums and focus group presentations. Input from the forums was used to refine the final plan before presentation to the Arizona Board of Regents.



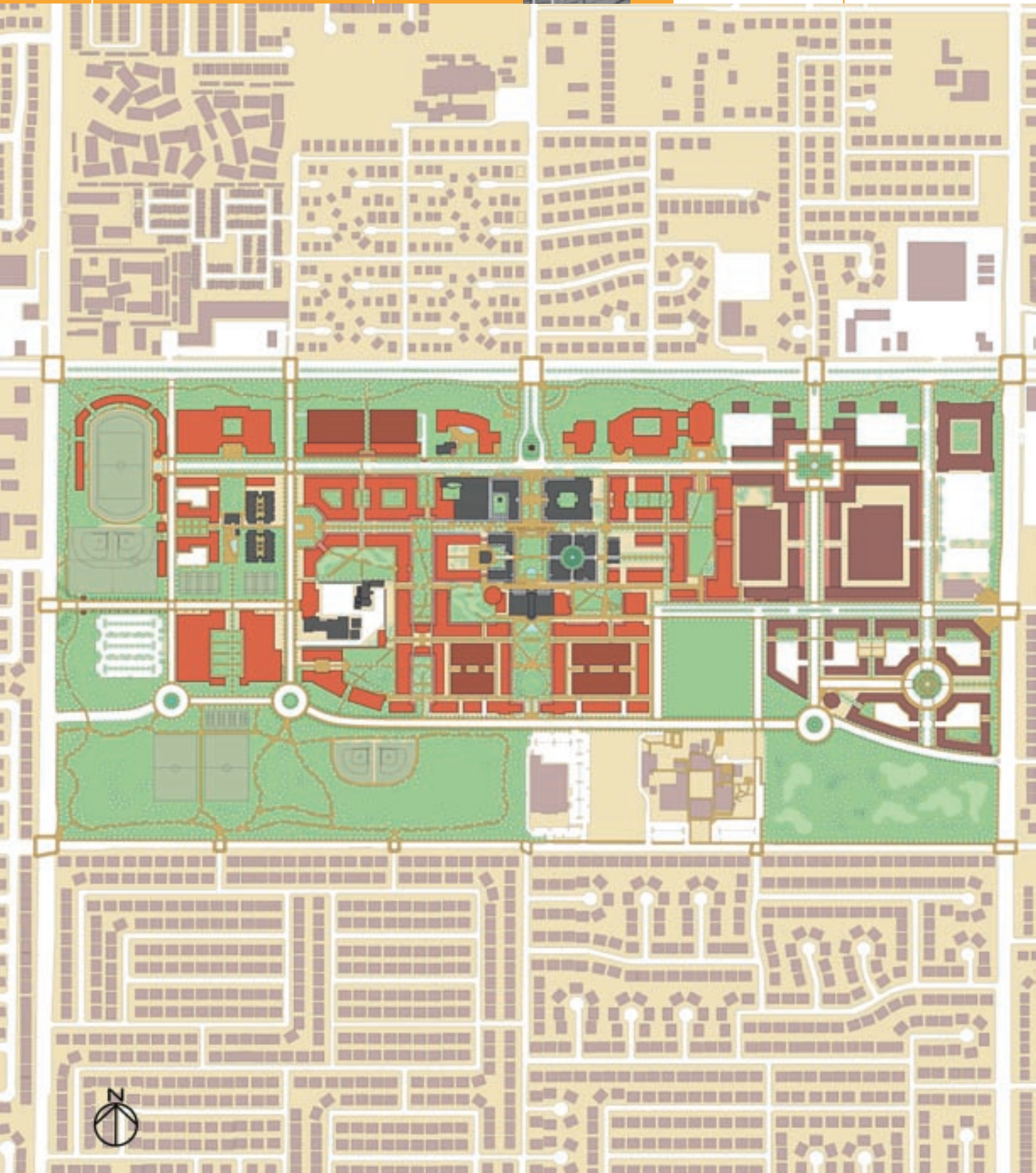
Comprehensive Development Plan

Although a single and unified institution, ASU is "One University in Many Places", spatially distributed across metropolitan Phoenix.



Proposed Temple Campus Master Plan

- Existing ASU Buildings
- Proposed ASU Buildings
- Existing ASU Parking Structure
- Proposed ASU Parking Structure
- Mixed Use



Proposed West Campus Master Plan

□ Existing ASU Buildings ■ Proposed ASU Buildings ■ Proposed ASU Parking Structure ■ Mixed Use



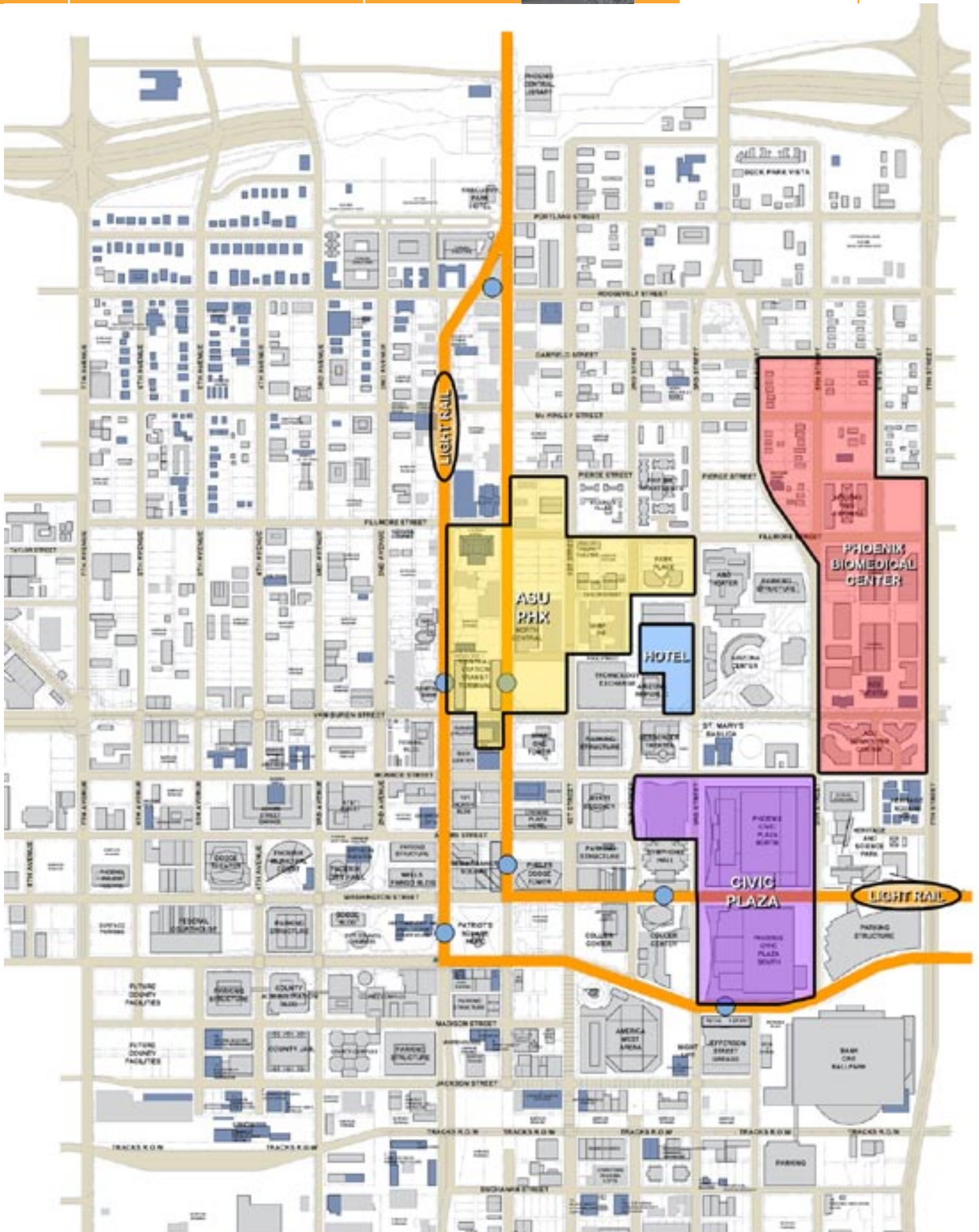
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Proposed Polytechnic Campus Master Plan

□ Existing ASU Buildings ■ Proposed ASU Buildings ■ Proposed ASU Parking Structure



ACKNOWLEDGEMENTS

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