

Proposed new academic units or proposals to disestablish, re-align or reorganize existing academic units must be included on the ABOR approved Academic Plan. With prior approval from the Office of the University Provost, the "Proposal to Make Changes in an Academic Unit" may be routed through the internal ASU proposal development and review process prior to ABOR meeting on the academic plan, although final implementation requires ABOR approval. That is, there is no required order of events for ABOR and internal approvals. Normally changes are considered by the unit, the relevant college/school committee if applicable, the college dean or school director, the Office of the University Provost, the Curriculum and Academic Programs Committee (CAPC) of the University Senate, and the University Senate, first reading and second reading/vote. Final decisions are made by the University Provost.

Mail completed proposal to CurriculumPlanning@asu.edu

*Note: Depending on the scope of the change, in addition to completing this proposal, you may be asked to provide additional information related to budget, by-laws, promotion and tenure criteria, a transition plan for faculty, staff and students, etc.*

**UNIT INFORMATION**

**College/School/Institute or administrative area under which the proposed academic unit will exist:** College of Health Solutions

If within a subunit (e.g., school within a college), name the unit: International School of Biomedical Diagnostics

**If a reorganization:**

**name of the existing unit:** International School of Biomedical Diagnostics

**name of the new unit:** None. The College of Health Solutions will no longer have schools/departments.

**Will new state resources be required to make this change?** No

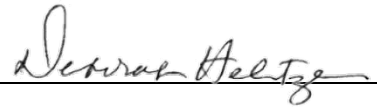
**Requested effective term:** Fall **and year:** 2018

<b>Proposal Contact</b>			
<b>Name:</b>	Kate Lehman	<b>Title:</b>	Senior Director
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**Administrator/Dean Approval**

This proposal has been approved by all necessary unit and college level committees and the college/school have the resources to support the proposed new organization or reorganization. My signature below signifies that I strongly endorse the establishment of the proposed new unit or the organizational change. (Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.)

**College/School/Division Dean/Administrator name:** Dr. Deborah Helitzer

**Signature**  **Date:** 2/28/2018

**College/School/Division Dean/Administrator name:**  
(if more than one college involved)

**Signature** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ /20

*Note: An electronic signature, an email from the dean or dean's designee, or a PDF of the signed signature page is acceptable.*

This template is to be used only by a unit that has received specific written approval from the Office of the University Provost to proceed with internal proposal development for the establishment of a new academic unit or reorganization to an existing academic unit.

*Note: Depending on the scope of the change, in addition to completing this proposal, you may be asked to provide additional information related to budget, by-laws, promotion and tenure criteria, a transition plan for faculty, staff and students, etc.*

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## **I. Description of the proposed organizational unit change**

- a. Explain the nature of the change; i.e., formation of a new unit or reorganization of an existing unit.  
Disestablishment of the International School of Biomedical Diagnostics
- b. Identify the existing unit(s) affected by the change and its place in the current organizational structure of the university.  
International School of Biomedical Diagnostics. This is a school within the College of Health Solutions.
- c. If applicable, list any academic units to be disestablished as a result of the proposed reorganization.  
International School of Biomedical Diagnostics

## **II. Purpose and activities of the unit**

- a. Explain the rationale for the change.  
The College of Health Solutions seeks permission to move forward with a new college structure. In this structure, as opposed to schools and departments, the structure will consist of individual degree programs and Translational Teams (informal, temporary collaborative teams of faculty). These Translational Teams will be transdisciplinary and dedicated to the research and development of solutions to major population health problems. These Translational Teams will be formed as needed and eliminated when the problem has been reduced in scale to the extent that it no longer significantly influences the health of the population in comparison to other emerging health problems (eg: AIDS → OBESITY). In order for these Translational Teams to be effective transdisciplinary and collaborative entities, we must eliminate the constraints of the traditional school and department structures and are thus seeking to disestablish all schools and departments and centralize all functions within the College of Health Solutions.
- b. Identify the basic goals and objectives of the new or reorganized unit(s).  
See the explanation in IIa above. No new units are being created, only disestablished.
- c. List all existing undergraduate and graduate academic programs, including degree programs, certificates and minors that will be housed in the proposed academic unit, whether new or reorganized.  
All existing undergraduate and graduate degree programs will be housed within the College of Health Solutions. No degree programs are being disestablished. Paperwork to move the degrees and prefixes will be submitted.
- d. Identify the unit(s) that will assume the responsibilities of any units that are recommended for elimination.  
All current responsibilities of the International School of Biomedical Diagnostics will be absorbed by the College of Health Solutions and will be centralized at the college level.
- e. For instructional units, project the impact of this change on enrollment numbers over the next three years.  
As all degree programs will remain intact, there will be minimal impact on enrollment.

**III. Resources****a. Faculty and staff**

- i. List the name, rank, highest degree; and estimate of the level of involvement of all current faculty and professional staff who will participate in the new or reorganized unit. Also indicate the position each person will hold in the new unit.

The 20 current faculty and professional staff currently within the International School of Biomedical Diagnostics will remain faculty and staff in the College of Health Solutions. These faculty are shared with the Department of Biomedical Informatics.

- ii. List the clerical and support staff positions that will be included in the new unit.  
The 15 clerical and support staff positions currently within the International School of Biomedical Diagnostics will be assigned to new positions within the new college structure. These staff are shared with the Department of Biomedical Informatics.

- iii. Indicate the number of graduate assistants who will be assigned to the new unit.  
The 45 graduate assistants within the International School of Biomedical Diagnostics will retain their graduate assistant positions within the college. These graduate assistants are shared with the Department of Biomedical Informatics.

- iv. Project the number and type of new faculty and staff positions that will be needed by the unit during each of the next three years.  
No new faculty or staff positions are required for the disestablishment.

**b. Financing**

- i. Explain the plan for providing adequate financing for the unit. If state funds will be used, indicate whether new appropriations will be requested or if existing appropriations will be reallocated.  
No financing is necessary for the disestablishment.
- ii. Identify sources for external funding for the unit  
Not applicable.

**c. Physical facilities and equipment**

- i. Identify the physical facilities that will be required for the new unit and indicate whether those facilities are currently available.  
No new facilities are required for the disestablishment.
- ii. List all additional equipment that will be needed during the next five years and the estimated cost.  
No additional equipment will be needed for the disestablishment.

**d. Library resources, materials, and supplies**

- i. Identify any additional library acquisitions that will be needed during the next three years and the estimated cost.  
No additional library acquisitions will be needed for the disestablishment.
- ii. List any special materials or supplies, other than normal office supplies, that will be required by the new unit.  
No special materials/supplies will be required for the disestablishment.

**e. Other information**

- i. Identify any implications of the proposed change for regional or programmatic accreditation.  
The disestablishment of the International School of Biomedical Diagnostics will have no effect on accreditation.
- ii. Provide any relevant information, not requested above, that will assist reviewers in evaluating the proposed change.  
In the fall of 2017, the College of Health Solutions undertook a visioning exercise in order to give CHS a new direction, purpose, and identity. As part of this process and through a number of open meetings, input was gathered from CHS faculty and staff as well as internal and external stakeholders and members of the community and alumni of CHS. This process allowed the college to identify perceived strengths and challenges of the

existing structure and allowed stakeholders, faculty and staff to articulate their own vision for the college. In addition, an Executive Visioning Team (EVT) was created to distill this information and develop an initial framework for CHS that was responsive to the input from stakeholders, faculty and staff. This team of ten was comprised of staff and faculty of all ranks and was representative of all existing schools and departments within CHS. After developing the initial framework, a series of 13 meetings were held over two weeks at which the EVT presented the framework to faculty, staff and internal and external stakeholders, including community members, and obtained their feedback.

Key to this new vision is a college structure that is responsive and nimble, transdisciplinary, and inclusive of community partners. In addition, the new vision requires greater collaboration between research, teaching and students. To this end, the college has created new structures in the form of Translational Teams. Each of these transdisciplinary teams will be comprised of researchers, teachers, community partners, and students from inside and outside of CHS, and will be formed in response to an existing or emerging health problem with the goal of developing a solution for that problem that can then be translated into meaningful action. In order for these teams to truly be the engine of the college and in order to foster collaboration as opposed to competition, the traditional and formal units of schools and departments will need to be disestablished. All degree programs will remain intact but will be housed in the College of Health Solutions rather than in schools or departments. No faculty or staff positions will be eliminated as a result of this change and faculty and staff continue to be supportive and highly involved in the implementation of this new vision.