An annual competition hosted by The Design School that fosters cross-disciplinary collaboration among our junior students, providing students an opportunity to apply design thinking to solve real-life design projects.

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Arizona State University
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Acknowledgements
We would like to thank everyone who participated in the Interdisciplinary Cluster Competition (ICC) for the last ten years. It was an extraordinary effort that relied specially on the design thinking effort of our students. First, we want to thank all Junior students at The Design School at Arizona State University for working with us through the first years of the competition until we had it right. We further thank to all Barrett Honors College Students who dared to join the competition even though it was out of their comfort zone.

We want to thank our Faculty Mentors across The Design School for their guidance in ensuring that every team succeed; to The Design school staff for helping process awards and logistics; to the four School Directors who led the school and the three Herberger Institute Deans who understood the educational value of the ICC during this past ten years. We give a special thanks to Professor Darren Petrucci, under whose administration the cluster was created and developed. And a final thanks, we give our current Director Jason Schupbach for his encouragement and support.

We also extend our gratitude to all the judges who participated in the two rounds of juries to identify the winning ideas, including alumni, non-profit organization directors and staff, local practitioners, ASU faculty from the following Schools: Mary Lou Fulton School of Education, School of Social Justice, Barret Honors College, W.P. Carey School of Business, The Design School and the University Architectural Office, ASU Library, ASU Gammage, ASU Office for Cultural Affairs, and the Sun Devil Stadium.

We want to acknowledge our internal and external partners who worked with us in exploring cross-disciplinary opportunities for their non-profit organizations, institutional spaces and the community.

We have our special gratitude to Jack Furst and Isaac Manning who supported the last two years of the ICC through endorsement, moral and fiscal support.

We would like to think that everyone who was part of the ICC during the first ten years is positively influencing the world in a different way by thinking creatively, across disciplines in a collaborative and human way.

William Heywood
and Milagros Zingoni

Book Layout and Design:
Lin Fan
Lauren Schaecher
Long gone are the days of Leonardo Da Vinci where particular individuals could singularly and seamlessly design products, buildings, and murals in the creation of a society's culture. Multiple publics and a pluralistic society call for multiple ways of creating and designing cultures. Design as a discipline is pulled in as many directions as there are cultures and most designers are now taught (and expected) to obey disciplinary boundaries and norms. The pluralistic complexity of contemporary society has led to the fragmentation of design as a discipline, thereby greatly diminishing design's role in the creation and critique of culture. Each respective scale of design from products to rooms and from buildings to landscapes to graphic design simultaneously evolved within the silos of their individual disciplines, thus aiding in, and representative of, the fractured and disconnected global culture of the 21st Century.

As academics and scholars, we have a responsibility to not only create new knowledge, but also to develop new pedagogical approaches to advance that knowledge in the world. Therefore, we must ask the questions: What is the 21st Century model of a comprehensive design approach? How can design regain its role in the support, critique, and creation of culture? What can design schools teach to advance positive transformative change in society?

Leveraging the multiple design disciplines of The Design School we created the “Cluster Project” in an attempt to reintegrate the various scales of design through a collaborative structure that attempts to build the emotional intelligence of designers toward transformative solutions to complex problems.

This intensive ten-day design competition occurs at critical moment in our students’ academic career where they have awareness, understanding, and some ability within their own discipline, but no significant knowledge of the allied disciplines working within our School. Working collaboratively in transdisciplinary teams broadens their awareness and understanding of the possibility for a more comprehensive design approach that could result in more integrated design solution.

The intended outcome of this experience is directly aligned with The Design School's Mission to: Educate future designers, to shape collaborations, synthesize complexity and catalyze transformation for public good.

Darren Petrucci
Suncorp Professor
The Design School
Sun Devil Nation has a problem. It’s the largest University in the Country and it does not have a front porch...or a gigantic backyard. It has no place or space to unite its alumni, students, patrons, donors, faculty, administrators and the local members of the community where ASU resides. ASU is an awesome academic institution in need of a people connecting asset that generates heartfelt feeling among the constituents it serves. Three years ago ASU wanted to renovate a football stadium strategically located on the north end of campus and the most recognized physical asset at ASU and the Valley at large. A place that is utilized for football games 7 to 8 times a year. Do the math. 2 percent utilization for a $256 million renovation project. This math suggested the University needed to re-think the opportunity.

Why not turn an under-utilized asset into the most utilized asset on campus? Why not create a heartfelt connection asset utilized by Sun Devil Nation and its community of friends? Why not create a space and place that displays the greatness of our 16 Colleges and 2000+ affinity groups? Why not make it both a physical place and a virtual place that is ASU all the time? Why not bring to bear the best sustainable thinking and the best digital capability in a place and space for all to experience? Why not match academic power with people power and see what happens?

To help with re-thinking the possibilities of a basic football stadium we engaged the Design School and their Custer Competition. If you want to solve a gigantic problem, get Design School principles imbedded in a Custer Competition and let our best and brightest invent and innovate. Unleash their creativity and imagination in a safe brainstorming and tangible execution environment. We were smart enough to do just that. The results have been remarkable. For the last three years the thinking and innovation only gets better. Our students get it. And their work and efforts have contributed dramatically to re-thinking a boring, mundane football stadium.

In part, because of the tangible work the Cluster Competition has produced, the University has decided to convert an Athletic Asset into a University Asset. The University has decided to make our most visible asset on campus a Community Union. A place to learn, eat and drink, sing and play, invent and share, and most importantly a place where the power of people interacting with people takes place all the time. A complete college experience at last. A front porch or a gigantic backyard for Sun Devil Nation to enjoy and benefit from the wisdom transfer that occurs, the stories that are told and heartfelt connectivity that makes for great memories and relationships.

ASU is number 1 in innovation. It’s now number 1 in the relationships. The Design School and its Cluster helped turned a utilization problem into a Relational Asset serving Sun Devil Nation and surrounding communities. The dividend from this move will be immeasurable. Value: Priceless.

It takes a village. And the Design School and the Cluster lead the village to the right kind of thinking required to turn an “old school asset” into a brand new front porch... or a gigantic backyard.
When the 365 team sought out the Design School for the Sun Devil Stadium Reinvention we were looking to blow out the cholesterol of the conventional thinking about how to use an athletic venue. The Students on the Reinvention Committee gave us the first clues when we asked them what they would do with the building on non-game days. Their answer was simple: “We want to go hang out there every day.” It was not a stretch to seek a design-based response to that statement. The Cluster has delivered a diversity of ideas over the past three years that has changed our collective thinking about the range of uses and experiences that can be had in the building. It is rare that a designer gets to be their own client. When asked in the first year how many of the cluster design teams had ever been to a game, the answer was startling: Less than 50%. That answer told a story in and of itself. Over the past three years the student teams have solved their own design problem of how they would use the space and the range of solutions has been staggeringly creative. We give full credit to the Cluster for moving the ASU Executive Leadership team’s thinking from Stadium to Community Union. In most projects the hardest shift to make is to come up with a name that nails the big idea. The Cluster got us to the Community Union and for that we will be forever indebted. The Cluster has achieved more than what we set out to achieve. It has created a consensus on what can be and is possible. Our thinking has been challenged, and we are doing what ASU does best: Innovating an area where few have dared to tread.
Letter from the Director
The Design School at ASU is defined by its cross-disciplinary, inclusive teaching, scholarship and activities that are relevant to its place. The Cluster Project is a prime example of how the Design School acts as a think tank by being creative, driven, agile and pioneering in design education. This project balances innovation and tradition with progressive and forward-thinking projects, and The School has been honored by the hard work of Professors Zingoni and Heywood to make it successful. The Cluster provides a unique opportunity for all ASU students to learn about the power of design to partner with community to transform society in positive ways, making visible impacts and building social awareness. It’s an exciting innovative model in higher education that we believe is a prime example about how to expand ASU’s innovation mission.

Jason Schupbach
Director
The Design School
The 21st century is shepherding in new forms of interaction and of groups. These self-organized groups were unwelcome in 20th century work and learning environments, but have now become the norm. The physical typology of academic environments has not changed since its origins in the postindustrial era. In this old mode, teachers were the only source of knowledge. Whereas today, knowledge is within reach of any digital device. As a result, current students no longer come to campus in search of knowledge, but to find new opportunities, networks and interactions that result from the evolution and revolution in technology.

The evolution and revolution in technology enables opportunities for intersections between disciplines never explored before. The Association of College Unions International (ACUI) expressed the changes in learning outcome values over the last decade: from efficiency to collaboration.

The zeitgeist of the 20th century was all about efficiency—breaking each thing down into its smallest constituent parts, standardizing those, and putting everything back together in hierarchical order, so as to produce more, better, faster. The 20th century was about separating things, not uniting them. It was about standardizing, not customizing. The problem arises in that the 21st century is emerging as the “Knowledge Era.” If “efficiency” was the buzzword of the 20th century, then “collaboration” is the buzzword of the 21st... (ACUI, 2011)

Additionally, educator Ken Robinson stated in 2010 that 70 percent of the jobs that this generation of elementary students will have, do not exist today. What are the right skills across all ages that can enable students to address the future challenges? This suggests that new generations will also need new skills such as: a capacity to adapt to a world that is in constant flux, a capacity to collaborate with others, a capacity to develop empathy, a capacity to prototype, and resiliency.

Design education addresses these challenges by forming makers, doers, and thinkers, as Maeda (2011) states, designers are continually learning and connecting countless dots, cross-pollinating ideas from a wealth of disciplines and combining and recombining these pieces so that they can create the world we want to live in. Innovation and design thinking skills are part of the academic culture of design. Design is a way of thinking and is a way of learning. It goes beyond the problem solving approach, design is problem seeking (Zingoni, 2015).

This cross-pollination of ideas is only possible by embracing collaboration and cross disciplinary approaches. Design practices resiliency; failure is part of the process that only makes the outcome stronger. Design teaches creativity; it exposes students to develop their divergent thinking by exploring as many different approaches to a challenge as possible. Design involves a collaborative process that requires many disciplines expertise to identify and develop the single best solution. This suggests a revision in the teaching pedagogy in which the teacher was the only source of knowledge (Zingoni, 2015).

The Interdisciplinary Cluster Competition (ICC) explores a teaching pedagogy through a ten day long design thinking exercise that involves junior students from the five disciplines taught in The Design School at Arizona State University: Architecture, Industrial Design, Interior Design, Landscape Architecture and Visual Communication Design, during the first ten days of the Spring semester. This year, 2018 marks the tenth anniversary of the ICC. Originally created for only design students, it has evolved to include over thirty majors from eight different schools in the last two years. During the ICC ten years, more than two thousand students participated from this interdisciplinary competition to expand existing boundaries and explore new intersections.
Since 2008, one faculty from the Visual Communication and one faculty from the Interior Design programs, continued working collaboratively to re-shape the evolving conceptual pedagogical framework to expose design students to a collaborative, cross disciplinary design thinking experience. Through the ten years of organizing this learning experience, the ICC became a design thinking project itself.

The competition exposes and challenges students to become both more divergent and more convergent thinkers by collaboration with students from other disciplines to solve a specific challenge. Students develop their divergent thinking by proposing as many unique solutions as possible given the particular challenge. They also develop convergent thinking by identifying the single best solution from one of the brainstorming ideas during the divergent thinking process. The end goal is to create an environment that fosters innumerable interpersonal connections that accrue into an overall sense of community. Its success lies in the dynamic approach to design that focuses on people, usually referred to as active design. It aims for students to develop both theory and practice through praxis.

Unlike traditional competitions that start with a problem statement, the ICC introduces a non-profit organization, user, or place from which students are asked to identify a problem and propose an approach to address it. Teams are evaluated for their multidisciplinary approach of the design, and proposals that may include systems, infrastructures, products, and other economies or mechanisms for the learning environment.

For instance, the first three years of the competition, the challenges were wicked questions, including peak oil, water, and hot future. We found that these types of open ended approaches were too large of a scope to address in merely ten days of the competition. 2012 was a tipping point in re-designing the competition challenge. In 2012, the challenge reflected on the one hundred year anniversary of the state of Arizona and asked students to envision the next hundred years of Arizona. The state worked to designate legacy projects that reflect the first hundred years of the state through a series of projects funded that looked at Arizona; from historical photo collections, storytelling from those who saw Arizona grow and change, publications of books, restorations of historical properties for public access and use, and publications of public art, among others. In the words of the Arizona Historical Advisory commission (2009), the centennial activities would have financially stimulated major projects that involve community-wide collaboration, to demonstrate the vitality, quality and diversity of Arizona that will contribute to establishing a lasting legacy into the next century.

The centennial offers a moment to bring Arizona’s contemporary history to the foreground within a broad historical context. Different stands of the past can be considered in light of present circumstances. The first centennial of Arizona Statehood offered the opportunity to examine how the state has grown and transformed over time, and in a way, it was an opportunity to re-design the ICC scope. It was the time to question what Arizona was in the process of becoming and how. At every milestone, it signified the end of one era and its achievements and the beginning of a new one. Hence, the ICC 2012 challenge asked to look ahead at the next 100 years of the state in increments of 20 years through a specific lens, so that a group could be looking at Transportation in 2050 while others can be looking at the Built Environment in 2070. For the sake of this competition, the original 5 C Arizona economies (cotton, citrus, copper, cattle, and construction) were replaced by the following economies: Transportation and Energy, Technology, Built Environment, Health, and Education. The first centennial celebration has been paying special attention to the past and the history of who we are, and at the school we ask who and how we want to be in the next 100 years.
In 2013 the ICC challenge addressed the Arizona Museum of Youth transformation in becoming the I.D.E.A. Museum. Here, students were exposed to a variety of users including staff, parents, children, teachers, and grandparents. The students also explored a variety of spaces within the museum, the branding of the museum, children interaction with their caregivers within the museum, the environmental settings for museum staff, the relationship between the building and the adjacent community, marketing of the museum, the challenge to address today’s interests, etc.

In 2014 the ICC statement introduced the Maricopa County Human Services Department, and its non-profit organization that works with kids at risk: Maricopa Workforce Connections. The Competition kick off started with a presentation from the Youth Program Admin Supervisor. Then, students were exposed to city officials from the cities of Mesa and Avondale who partnered with the local non-profit organization to provide a space for their youth. Students visited these potential spaces within the county that would host services for youth. They were in need of spaces in where youth could spend their day during or after school hours, work on homework or on their education towards their high school diploma, or lifelong skills such as preparing a resume. The students participating in the competition also met and interviewed social workers and youth from the program.

During the last three years the ICC challenge was part of an ASU students' experience. The competition asked for re-envisioning the Sun Devil Stadium as a 365 Third Place. The challenge called for new ways for this existing physical environment to support and afford social interactions, including informal learning activities and leisure events. Traditionally, stadiums are single program infrastructures that operate only during football games. The competition asked students to rethink the stadium as a place that can be used any day of the year by students, faculty, staff and the community at large. The scope of the proposals could vary from programming the space for the 365 days of the year, to an object that can enable specific programs, digital interfaces that could facilitate a better understanding of daily events, cultural experiences that could enhance the sense of place, and improvement in physical spaces within the stadium among many other scopes.

Teams were encouraged to develop proposals that incorporate the thinking behind the SEED (Socially Ergonomic Environmental Design) framework that brings together concepts from environmental psychology, biology, geography, sociology, human factors engineering, web page design, and other fields. These concepts involve supporting people’s natural behavior tendencies in relation to things in their environment.

Students, faculty mentors, jurors and the ICC coordinators, annually evaluated the weaknesses and strengths of the project, the learning outcomes, and the teaching pedagogy. During the first five years, the competition has been progressively modified to incorporate the feedback received from these evaluations. (Zingoni, 2016).

The aforementioned examples of the evolution of challenges through the ten years organizing the competition is clear evidence of a design thinking exercise applied to teaching pedagogy in which the teaching pedagogy was designed, implemented and tested following an evaluation that would inform the next iteration in the design process to improve students learning outcomes. During the past ten years, these unending opportunities allowed the students to become problem seekers, to ask questions to define a specific problem within each organization.

The ICC started as an exploration of new ways of teaching and learning, collaboratively and creatively, and through the years. It allowed the faculty to test and improve the teaching and learning methodology so it could eventually be an opportunity for any student on campus and not just design majors.
Timeline of ICC Ten Years

- **2009**
  - Peak Oil

- **2010**
  - Hot Future

- **2011**
  - The Future of Water

- **2012**
  - The Next 100 Years

- **2013**
  - Arizona Museum of Youth becomes the IDEA Museum
2014
Maricopa Social Workers at Force: Designing Opportunities for Youth at Risk

2015
Exploring Third Places and Sticky Spaces on Campus

2016, 2017, 2018
Re-Envisioing Sun Devil Stadium as a 365 Third Place
ICC Background

Ten Days of ICC Schedule

The competition kicked off and students met their assigned team members. There was a lecture given by the faculty organizer introducing educational goals, history of the ICC and the challenge for the specific year, which then was further explained by the non-profit organization with a short presentation. Later on, the faculty member with expertise in collaboration gave a presentation, introducing the concept and process of collaboration. After that, the group of 270 students broke into their respective teams to introduce themselves and discuss how they can apply their strength to the team. Also, each team met shortly with their faculty mentors who introduced the initial divergent thinking process by a brainstorming session.

Students visited the physical site and conducted a series of interviews with various users. Students were required to do some researches of potential new technologies that could provide an innovative perspective to the solution of the problem addressed. They then brainstormed and revised their potential ideas based on the physical aspects of the challenges and interviews. By the end of the day, each team would come up with a single best idea and commit to develop it.

To seek the feedback and insights in their convergent thinking process, each team consulted with their faculty mentors about their final ideas. They then worked on the development of their selected idea, summarized and analyzed their previous research results and explored how to implement their design concept based on their researches.

Students kept exploring how to develop their concept into a tangible solution. Towards the end of these four days, they experimented the ways of presenting the solutions through a mix of media including hand sketches, collages, renderings, photomontages, mock-ups, modeling, etc. Days six and seven were always during the weekend, so students were able to spare more time and efforts on their design experiments.

For junior students in the Design School of ASU, the ICC has been an important part of their studio experience for the past ten years. In 2017 non-design majors have been able to enroll in the competition. Unlike traditional studios or lecture classes that are faculty led, the ICC is mainly student-dominated.

In the ICC, students who never met before, from at least three different disciplines, work together during these ten days and come up with creative solutions at the end.
By far, each team’s solutions were almost done. Students discussed with their team members regarding the storytelling strategies and explored the most efficient way to represent their concept regarding the final deliverables of 2D, 3D and 4D (video) that were required. Then they reviewed with their mentors about their design development of the concept together with their storytelling strategies by the end of the day.

Students worked on preparing the final representation with all of the medias required. All of the teams’ videos were required to be uploaded to Vimeo by midnight of Day Nine so the online voting for those videos posted could start at the allotted time.

The final boards, models and other physical visual presentations were pinned up in the designated area by noon. The first round of juries met right after, who shortlisted the top five proposals. The online voting of the videos closed at 2 PM on Day Ten, and the one with the top video voting together with the five selected proposals were announced as the semi-finalist at 3PM. These semi-finalists were given three hours to get prepared and then come up with a ten-minute presentation to further explain their concepts and defend their ideas. One hour after all presentations were given, the juries discussed and selected the winner based on the judging criteria given. By 7.30 PM of Day Ten, the winner team was announced, and the ICC 2018 was closed successfully.
Each team has a faculty mentor. Then a single faculty mentor might have up to five teams to mentor. Their role is to facilitate divergent thinking and brainstorming and make sure the team identified a problem to address and that its solution is cohesive. Around fifty percent of the faculty mentors are unchanged every year. This allows for a system of mentorship between the faculty who have already participated in previous ICC and the new faculty. The team mentors are trained in inquiry skills to make sure all students proposals were shared with the rest of the team. The faculty mentor role is to initiate and facilitate dialogue by enabling all members of the team (Zingoni, 2016).
Proposals are evaluated based on the following criteria:

1. Originality of the proposal,
2. How well different design and non-design disciplines are integrated into the proposed developed idea,
3. Articulation of a clear definition of a problem,
4. How the proposal addressed the specified non-profit/user or space, and
5. Visual quality, craft, and how the proposal can be implemented either by the students or by members of the community at large (Zingoni, 2016).

A good proposal must involve the community, be engaging and feasible, provide interactivity and offer its users a delightful experience. It also needs to have the capacity to be built or performed, and can survive during the course of the academic year.

The ICC challenges of the last seven years enhance and emphasize the fact that these are actually real problems for real people in a specific physical place, which therefore creates a sense of responsibility for students during their design thinking process. What’s more, the new judging criteria becomes more tangible for both the students and the judges as well.

All deliverables are assessed by two rounds of judges. Both rounds of the judges are selected by the faculty ICC coordinators.

The two organizers of ICC moderated both rounds of judges, whose task was to identify the first, second and third places and two honorable mentioned from the seven ideas shortlisted.

For the ICC 2018 the judges also considered the following:

1. Sense of Community
   • Enhances the character of ASU communities.
   • Addresses and supports the values of the New American University.
   • Demonstrates innovative ways students, faculty, staff and the community can interact, or could interact, with one another.
   • Project activates the stadium 365 days of the year.

2. Engaging
   • Increases community’s desire to come and stay in the Stadium.
   • Encourages Arizona visitors, and the community to come more frequently and to stay longer.
   • Draws and activates a diverse audience.

3. Feasibility
   • Project can be implemented on schedule and on budget.
   • Project requires no maintenance over the course of the academic calendar.
   • Project is able to happen within the stadium and various weather conditions without interfering with the programmatic activities including the football season.
   • Concept is attractive and innovative.
Teams are required to submit the following deliverables by noon of the tenth day of the competition: (1) a 2x6 poster + (2) “a thing” + (3) a one minute video to communicate their proposal with the larger scope of the community.

The board is in the size of 24in x 72in, serving as a two-dimensional component exhibit to showcase the potentiality of different approaches from interdisciplinary collaboration. The “thing” can be a 2d, 3d or 4d representation, an app or any other mode of representation, which allows each team to present a diverse set of outcomes. For example, smart phone app, 3D models, sculptures, movies, objects to promote the organization, paintings, etc. These various mediums will help the team enhance the concept of their proposals. The required two-minute videos encourage students to synthesize the proposed idea and visually explain their vision.
This was probably the reason for the permanent improvement of students’ commitment to the interdisciplinary cluster (Zingoni & Heywood, 2017, p.8). Since the beginning of the ICC, we have acknowledged the importance of awards for the winning team in some way or another. We have tried books, subscriptions, certificates and gift cards, but they all seem equally unmotivational to the students.

In the ICC 2012, we implemented the priceless award, which was an opportunity to shadow a professional practitioner of their field for one day. This award allowed the winning team to not only network with the professional, but also share their experience with the industry about their interdisciplinary collaborations. Moreover, because junior students are required to do an internship at the end of their semester, the winning team would have more opportunities to get the internship from the professionals they have shadowed.

In the year 2017, the ICC was sponsored by a company which provided around $7,000 in cash prices. It is the first time in the history of the ICC, which was a huge motivation for many students.
Most of the students involved in the ICC in the past ten years are millennials. They are team-oriented, and very well versed in technology (Laserre, 2009). In general, millennials demand better sustainable approaches to the design of the built environment, advocate a better distribution for social justice, and expect complex solutions that can only be the result of interdisciplinary, cross disciplinary and multidisciplinary approaches to societal problems (Zingoni, 2014).

The ICC addresses this way of millennial thinking by structuring the teams in groups of five students representing a minimum of three design disciplines and at least one non-design major in each team.

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**Student Participants**

**The ICC Participant Number per Year**

- 2009: 1,530
- 2010: 1,530
- 2011: 1,530
- 2012: 1,530
- 2013: 1,530
- 2014: 1,530
- 2015: 1,530
- 2016: 1,530
- 2017: 1,530
- 2018: 1,530

= 20 students

Total: 1,530
History has brought us to a moment where teams are recognized as a critical component of every enterprise. The word team can be traced to the European word “deuk” (to pull). Hence, the meaning of team derives from pulling together (Senge, 1990). Teams are defined by a group of people who need each other to get a result. They are the predominant unit for decision making and getting things done.

The ICC provides a learning platform for students to learn from their peers. It enables students to develop team building and team learning. For team learning to happen, it is crucial to have good team dynamics, as similar to the Gestalt theory, the intelligence of a team can exceed the sum of its members. Team learning is the discipline by which personal mastery and shared vision are brought together. The discipline of team learning starts with a dialogue. Establishing communication in groups requires that members define each other as colleagues, not enemies, and that each person dares to be vulnerable and to admit to ignorance, otherwise no learning can take place.

Within the ICC, the process of learning is by learning collectively. The need to solve a problem or the collective desire to create something new, or a drive to foster new relationships are fundamental to developing team learning (Senge, 1990). Team learning can happen if students have enough knowledge and understanding of their discipline; “It starts with self-mastery and self-knowledge, but involves looking outward to develop knowledge of, and alignment with, others one’s team” (Mogotlane, 1998, p.12). This suggests that the Junior year is the right placement for this cross disciplinary collaborative experience within the four years of the undergraduate program curricula.

In Business and Management, this type of learning experience is called the learning organization. Peter Senge (1990), author of The Fifth Discipline, defines this as an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

During the competition kick off, students are introduced to the collaboration through a lecture by Professor Wil Heywood. He introduces the framework of team collaboration and introduced the five functions of a cohesive group.

1. They trust each other;
2. They engage in unfiltered dialogue about ideas;
3. They commit to a decision and plans of action;
4. They hold one another accountable for delivering those plans;
5. They focus on the achievement of the collective results (Lencioni 2002).
1, 4 from the ICC 2013
2, 3 from the ICC 2017
4, 6 from the ICC 2018
5 from the ICC 2014
ICC 2018
Because university campuses are shaped to address a variety of formal learning methodologies, they tend to rarely allocate space for third places where social interaction and informal learning occurs. Sociologist Ray Oldenburg (1997, 1998, 2001) defined third places as a place outside of home and work that serves as a place to find comfort, retreat, and community. Oldenburg (2001) gives the following explanation: third place, a setting beyond home and work ... in which people relax in good company and do so on a regular basis.

Oldenburg (1997) discusses the application of this concept to college and university environments, noting its importance in the formation of a student community (Santassiero, 2002). Third places are usually associated with a Sense of Place. The latter is often described as the emotional attachment to a particular geographical/physical space (Hiss, 1990; Gallagher, 1993), and it plays an important role on College Campuses. A direct application of the sense of place concept to the campus environment has also been explored (Bott, Banning, Wells, Hass, & Lakey, 2006; Demonica & Oguerk, 2002; Kenney, Dumont & Kenney, 2005; Reeve & Kassabaum, 1997; and Sturner, 1992). These studies relate the sense of place to general campus ecology, suggesting that the emotional relationship to place plays an important role in attracting prospective students, supports higher enrollment, retention rates, and increases institutional giving by alumni (Reeve & Kassabaum, 1997).

The ASU Memorial Union gives a good example of “third place”. It underwent a major renovation, redesigning the “walk-through” nature of the space into a gathering space that can facilitate a wide variety of informal learning interactions. There have been a series of similar renovations to create “sticky spaces” to build a sense of community on multiple levels of the Tempe campus. The end goal is to create an environment that fosters innumerable interpersonal connections that accrue into an overall sense of community. Its success lies in the dynamic approach to design that focuses on people, usually referred to as “active design.” It aims for students to develop both mind and body, as well as establish habits for lifelong health and wellbeing. The concept explores planning strategies that promote an active lifestyle that is balanced by places for relaxation and reflection. Students are the daily users and performers of university campus infrastructure. They scrutinize the spaces they can inhabit for every task throughout the day. They know better than everybody else what is working, what is not working, and what is missing.

In the ICC 2018, the third place is the ASU Sun Devil Stadium. We seek holistic proposals from students that assess and emphasize the opportunities for informal learning atmospheres and experiences within the Sun Devil Stadium and strengthening affinity experiences between students, faculty, staff and the community.

What role can your idea play in bringing diverse but influential constituents together? What role can your idea play in enhancing students experience during their education? Can your idea provide a symbiotic relationship between students and the community? These are the questions that need to be answered when one takes part in the ICC.
Participants’ Backgrounds

PARTICIPANTS’ BACKGROUND

America
Argentina
Australia
Canada
China
Democratic Republic of Congo
Ecuador
Germany
Great Britain
India
Indonesia
Iran
Malaysia
Mexico
Nigeria
Philippines
Qatar
Saudi Arabia
South Korea
Vietnam

ICC 2018
Non-Design Disciplines:
Business (Sustainability), Electrical Engineering, Marketing, Computer Science, Economics, Environmental Design, Business (Supply Chain Management), Civil Engineering, Biomedical Engineering, Design Management, Biomedical Science, Environmental Engineering, Business - Finance, Psychology, Journalism and Mass Communication, Mechanical Engineering, Art, Justice Studies, Business (Data Analytics), Biochemistry, Digital Culture, Nursing & Health Innovation - Nursing, Business (Global Politics), Business (Sports & Media Studies), Aerospace Engineering, Business (Consulting), Urban Planning, Computational Math Sciences
Juries

First Round of Juries

**Lindsey Campbell**
Trinity Works

**Dr. Gustavo Fischman**
Professor and Director of edXchange the knowledge mobilization initiative at the Mary Lou Fulton Teachers College

**Victor Hamburger**
Senior Director of Marketing and Communications at ASU Gammage

**Victor Irrizarry**
Gensler - Architect

**Lora Martens**
Landscape Architect

**Dr. Margaret Nelson**
Vice Dean Honors College

**Eduardo Robles**
Alumni Cluster 2010

**Danielle Sheldon, Gould Evans**
Architect and Landscape Architect - Alumni Cluster 2012

**Troy Sterner**
Project Coordinator 365 Community Union
Second Round of Juries

Melissa Alexander
Canary Director at Gould Evans

Jack Furst
Funder, Director and Founder Oak Stream Investors

Dr. Amy Hillman
Dean of School of Business

Colleen Jennings-Roggensack
Executive Director of ASU Gammage and ASU Vice President for Cultural Affairs

Isaac Manning
Funder, Founder Trinity Works

Becky Parke
Senior Associate Athletic Director Sun Devil Athletics

Darren Petrucci
Professor, The Design School

Dr. Sandra Stauffer
Assistant Dean of the Herberger Institute for the Design and the Arts

Jason Schupbach
Director The Design School
Sound Mind unites the physical, the mental, and the social well-being through musical play structures and inclusive cultural programming.

- **Sound Swings**: Swings produce music when moving; many people moving in sync produces a more complex song. Located on the main concourse.
- **Peg Board**: A twist on the traditional peg board, lights will glow and notes play as pegs are inserted. Located on the upper concourse.
- **Musical Playset**: A versatile structure for calisthenics workouts, stretching, and activity to the sound of chimes. Located in the beer garden.
- **Interactive Music Wall**: A stretched sheet of spandex acts as a touch-sensitive membrane interface for music making. Located in the press box.

A strategy was also developed for thought-provoking programs. For example, Arizona cultural centers will be invited to Sound Mind to host events promoting cultural understanding and reflection.

**Cluster Group 1**

Team 1
Mariana Barros, Andrea Fernandez, Hailey Tang, Jakub Swiech, Anita Totillo
Intertwine at Sun Devil Stadium

Intertwine will work to increase the sense of community in the ASU area, by using SDS as the location for Community Service and networking events. The newly renovated Stadium provides the perfect location to build a community network between students, the professional world, and the community.

9:00 am - Community Wellness Boot Camp
The Sun Devil Field and walk areas offer ideal spaces to hold boot camps, group training, as well as yoga. Sun Devil Fitness classes, with the added outdoor space, allows students to be the center of health and wellness groups. The shade that is located throughout the field will allow students to practice yoga, while staying active and healthy. The area will also be open to the community for free workouts.

12:00 pm - Culinary Program Feeding Homeless
The Culinary program will hold a service event that is open to the public. This service event assists to meet any service the community. The students will buy the needed ingredients, prepare a meal and serve it to the homeless. This will give the students experience working in a restaurant. The area will also be open to the community for free workouts.

3:00 pm - Culture Fest and Local Festival
The wide open concourses are opened up to the public. Local Festival and Culture Fest are events that are open to the public. Local Festival and Culture Fest are events that are open to the public. The wide open concourses are opened up to the public.

6:00 pm - Professional Studio Time
Students have been looking forward to having studio space where they can work closely with Guest professionals. Guests will be present to answer questions about the industry and their companies. It gives students a chance to work with professionals and for employers to see potential employees.

9:00 pm - Concert at the Coca Cola Sun Deck
Ideal for Herberger’s performance majors, including vocal, dance, and theater, the sun deck provides an outdoor venue for discussion, culture, and performance. Evenings concerts during the semester will feature performances by guest professionals or local artists. Fostering unique and affordable community-wide events such as movie nights, concerts, sports activities, etc.

Event Website Sponsored by Linkedin
Through the use of our website, Intertwine would serve as an easily accessible social networking system. By working in collaboration with Linkedin, Intertwine provides an easily navigable platform for students, professionals, and community members alike.

The Intertwine websites provides clear cut calendars of different events, allowing for organization by field of interest. There will be individual profile creation to allow for customization of preferences, and notifications for events an individual might find interesting.

**Team 2**

Areej Aldar, Audrey Carlson, Quincy Reams, Tianna Baker, Quinn Balder

**Mission**
The mission we have is to improve and encourage the use of the Sun Devil Stadium with simple, cost-effective measures and to foster a safe and modifiable environment.

**Goals**
Oasis is to encourage a diverse community of members (e.g. ASU student organizations, ROTC, Tempe community members) to reserve the space for events, fostering unique and affordable community-wide events such as movie nights, concerts, sports activities, etc.

**Schedule**

- **9:00 am** - Community Wellness Boot Camp
- **12:00 pm** - Culinary Program Feeding Homeless
- **3:00 pm** - Culture Fest and Local Festival
- **6:00 pm** - Professional Studio Time
- **9:00 pm** - Concert at the Coca Cola Sun Deck

**Vision**
Creating a mirage of an oasis by designing a multiple-use social and educational hub with modern and comfortable furniture and decorative lights, and following shade. Oasis is to alter the stadium field and surrounding areas into a functional, practical, and entertaining space for all by implementing following shade structures and portable tables and chairs.
The Cluster Project Posters

Teams 4 - 7

Team 5

Tara Dejolie, Mingyue Yang, Alex Dimitroff
Margaret Drury, Vanessa Duran Lozano

The "adidas CREATIVE PROCESS", an addition to the Arizona State's Sun Devil Stadium. Our goal is to combine the arts and sports in an area where these two do not typically meet. Adidas, a brand where they already integrating sports, and the creative industry, is the perfect brand to partner up with ASD to help create a new environment for all types of people.

Concourse 1

5 miniature logos scattered, each corresponding to the creative process. Booths are multi-useful, segue into beer garden, educate on the creative process, and starting at 9 am, it serves as a place to display art work.

Beer Garden

An area where students can apply the creative process into their art. Booths are available at 10 am for students to set up. At noon, they can come to this space and paint on the logo as a creative outlet.

Towards the back, a stage for public to book and perform. The space is set up for public use, but after 4 pm, artist can book the venue out to perform for a crowd.

Concourse 2

Curated for fitness enthusiasts, five workout stations integrated with the "creative process". At 10 am, a 5 station Sessions (through1000 people) are open and a "Big Idea" station, the adidas Rock Climbing wall.

Problem

Students are frequently sleep deprived and cannot focus during class because they lack a space that allows them to take a quick power nap between classes. The problem is exacerbated among athletes, where students need to maintain their fitness levels. These students need a space to take a quick nap that allows them to refresh their mind.

Solution

Napping pods + agility play field

restoring the mind — redefining space creation
refresh your mind refresh your body

by installing napping pods, students can rest during their breaks. Students can also use the napping pods for rest between classes. The agility field can be used for workouts such as full body workouts, yoga, meditation, and many more. The shapes can be used to create stations that allow users to do yoga, dance, or relaxation exercises.

How the napping pods work

1. Attatch to railing
2. Fold out to nap
3. Fold in after use

Students can grab a refreshing healthy meal from the featured juice bar. Feeding the mind healthy foods is also an important part of refreshing the mind.

refresh @ ASU in Action

Big Idea

Students can paint on the 12 ft tall adidas logo as a creative outlet. At noon, they can come to this space and paint on the logo as a creative outlet. Towards the back, a stage for public to book and perform. The space is set up for public use, but after 4 pm, artist can book the venue out to perform for a crowd.
Connecting people through dynamic experiences.

Augmented Reality would be used with hidden GPS locations in the stadium to reveal Historic ASU moments. Second floor area on the renovated East side as a destination for the indoor AR experience. Third floor would be a research lab to further develop the AR technologies.

An Application accessible through your phone and AR headset that would give spectators a completely immersive and new perspective on game days.

We believe that the implementation of this expanding technology into the ASU stadium would instantly transform it into the 365 day 3rd place. Weekdays could consist of school groups and academic pursuits, while the weekends would be devoted to activities that the whole community would use and enjoy.
Every morning at 9 AM, students and the public will have the opportunity to volunteer. All outreach projects will be held on the first level of the southwest entrance near the concession stands. This space will be used as a place to pack items for the homeless or a meeting place for other outreach projects.

At lunchtime, students and the public will be allowed onto the field to access food trucks. Tables, lights, and greenery barriers will invite people to dine at The Sundial for a quick relaxing bite or a space to get some work done.

Classes for students and the public will be held at The Sundial from 3pm-6pm on the field. This gives students a break from the actual classroom and allows the public to get a little taste of what ASU has to offer. Roll-out tree barriers will structure the field for a more class-oriented vibe.

Fitness classes will be held at 6 PM every night on the back patio behind the screen. The SDFC is the most crowded around dinner time so this gives students an alternative to the normal gym hours.

Every night at 9 PM, the field will be available to rent for events. Students and the public will have access to whatever concert or activity has been scheduled for the night.

“giive" CREATES AN OPPORTUNITY FOR STADIUMS TO BE USED MORE THAN A COUPLE OF TIMES A YEAR AND CAN BE IMPLEMENTED AT ANY OTHER UNIVERSITY

With no physical remodel, this proposal is cost effective and community focused.

#giive
#someonesgottagiive
THE NEW AMERICAN UNIVERSITY STADIUM

The New Kids on the Block -
Using the existing space we've reimagined how and when we use stadium assets to provide a new year round use of the stadium to students and the surrounding community.

The project focuses on re-imagining existing spaces to better serve the community of ASU. Using the outside spaces to create a public area for play and exercise, through the use of footpaths and integrated study areas. The indoor spaces, primarily the concourse will be re designed into modular spaces with an emphasis on flexibility. The stadium has to be a dynamic and changing place to draw attention, the same should be said for its design.

Team 10
Alexis Mackay, Jacob Poole, Marissa Lewis, Shale Brenner, Jacqueline Elizarraras

Team 11
Matthew Favazzo, Anna Bodney, Ye Zhang, Brayden Smith, Brandon Dunn
INFERNO PLACE

Team 12
Connor Companik, Clarissa De La Cruz, Zihao Li, Lorena Ridley, Nicholas Salazar

INFERNO PLACE is a center for leisure, outdoor activities, and social gatherings at ASU, created on the Coca-Cola west concourse, the prime location serving ASU students and the Tempe community.

The site has been reinvented to provide ASU and visitors a venue for a multitude of uses. With such an extensive layout for a variety of games, a lack in the area of the stadium has been filled.

Physical wellness is one of the most important considerations at ASU. Inferno Place calls to the variety of fitness activities already available to students by providing an outdoor fitness patio that ASU wellness groups can book for morning and daytime classes.

The Inferno Place website would be added to the current ASU site. The website features an interactive calendar where students can sign up for fitness classes and buy tickets for concerts held at Inferno Place. Each event has a page where the public can view details and pictures. Each event can be moved for events, such as weddings and other formal gatherings.

The site has been designed so that all of its events have a comprehensive calendar for easy navigation. The interactive calendar makes it easy to see all the events as well as adding and editing.

To cause spikes in attendance, we will implement four main themes into the geocaching experience.

To have more fun with Geocaching, we designed a unique box with polyhedron shape that can store Geocache items.

Sun Devil Geocaching

Team 13: Sabrina Garland, Zili Huang, Eric Sayban, Lan Xiao

The Sun Devil Stadium is abundant in space, allowing opportunities for keys, explorative activities.

Geocaching is a real-world, outdoor treasure hunting game using GPS enabled devices. Participants navigate to a specific set of GPS coordinates and attempt to find the container hidden at that location.

Geocaching
A family-friendly outdoor, low-cost activity, can utilize the stadium’s infrastructure.

The Sun Devil Stadium can become known as the first to creatively utilize our resources for interactive events that celebrate our natural landscape and are allow-cost to the community.

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Sun Devil Stadium SHINE

Located between two mountains, the Sun Devil Stadium SHINE will incorporate plant life that is native to the desert context, while also providing a sense of place for the surrounding community. An initiative to create the infrastructure for a more open and community-based Sun Devil Stadium.

Stage 1 - Rebuild

BikePath

Stage 2 - Internal

Athletic Hub

Stage 3 - External

Fear The Fork Racing League

The team's design incorporates a blend of sustainability, accessibility, and community engagement, ensuring that the stadium becomes not just a park space, but the face of ASU's十六 core colleges.

Interconnect and allow more traffic to access the stadium, connecting Veteran's Way and Rio Salado Parkway, making the city context become seamlessly integrated. Pedestrians, bike riders, and fans who visit the stadium will experience a unique and safe experience.

Interactive park fixtures will also be designed by students from the sixteen core colleges at ASU, showing their work and passion for creating an open and community-based Sun Devil Stadium.
DEVL'S COVE

Nestled between two iconic buttes in Sun Devil Stadium, the location was chosen to showcase the natural beauty of the site. The industrial nature of the stadium has detracted from its scenic and unique landscape. From the Colorado Plateau in the north, the desert basin ridge in the south, and the Salt River Valley in between, Devil's Cove works as an interactive museum space to celebrate the diverse ecosystems and rich history of Arizona.

DESSERT RIDGE BASIN

The Desert Basin is the largest US desert at 50,000 square miles, consisting of hard terrain for body movement and to achieve goals in the Sonoran Desert.

COLORADO PLATEAU

The Colorado Plateau is located in the heart of the desert basin, each section of the basin is characterized by its unique appearance and particular features in the Arizona landscape.

TRANSITION ZONE

The Transition Zone also known as the Salt River Valley, connects the Phoenix metropolitan area to the nearby desert. The unique desert flora, fauna, and topography provide ideal conditions for human habitation and recreational use.

THE NATURE MONUMENT

The Nature Monument is a 20ft. landmark at the base of Devil's Cove. It includes a 137ft. Pitchfork embedded in it. The Pitchfork is a symbol of the stadium being embedded into the rock, making for a great photo opportunity with a bench-style seating around the structure.

The Cluster Project Posters

Teams 16 & 17

Team 16
Cecile Kim, Luke Ayala, Parker LaFlam, Marcus Sandoval, David France

Team 17
Shinye Kim, Jian Guo, Christina Romano, James Howard, Eileen Imbus
The overall objective of this design is to connect the Sun Devil Stadium to the surrounding trails and walkways for better pedestrian access to the stadium for everyday use as a spacious exercise facility.

GOALS

- Creating bridges as links to multiple entrances to the stadium
- Allowing better access to the building through trails from A Mountain and Tempe Town Lake
- Using the stadium during the off-season as another workout facility for students and the community
- Creating a shade wall for the stadium to reduce harsh sunlight for a more comfortable user experience

CONTEXT

With there only being one crowded fitness center on the south end of the Tempe campus to serve over 70,000 students, we think the Sun Devil Stadium would be a great location for an additional workout space. To get the most use out of the stadium would be to open it up to students, athletes and members of the community to participate in fitness classes, use the concourse as a running track, and utilize implemented workout equipment.
MISSION

We believe that Sun Devil Grounds has the potential to be a place where people want to spend time, interact, and create memories. To achieve this, we propose to transform Sun Devil Stadium into a community space that caters to a diverse range of activities and interests.

VISION

The vision for Sun Devil Grounds is to create a place that embodies the values of the ASU community, fostering a sense of belonging and belonging to something greater. We envision a space where people can come together to share experiences, learn, and grow.

MOBILE ENGAGEMENT

The Sun Devil Grounds application will not only inform users of available events and activities but also allow them to check-in and share their experiences with their friends and followers. This will create a sense of community and make the experience more engaging.

COMMUNITY GARDEN VENUE

The SDG Community Garden Venue is designed to be a dynamic and interactive space that promotes sustainability, education, and community engagement.

SOCIAL BRUNCH

The Social Brunch area is a cozy space for visitors to enjoy a meal while socializing with others. The area is decorated with vibrant colors and patterns that reflect the diversity and vibrancy of the ASU community.

FREEPLAY SPORTS

The Freeplay Sports area is designed to be an inclusive space for people of all ages and abilities to enjoy a variety of sports and activities. The area features comfortable seating and shaded areas to provide shade on sunny days.

DINNER PARTIES

The Dinner Parties area is a space for people to gather and enjoy a meal together. The area is designed to be a place where people can relax and enjoy each other's company.

MOVIES IN THE BACKYARD

The Movies in the Backyard area is a space for people to relax and watch movies under the stars. The area features comfortable seating and a large screen to provide the perfect viewing experience.

STUDY SPACES

The Study Spaces area is designed to be a quiet and comfortable space for people to study and work. The area features comfortable seating and a quiet atmosphere.

FINANCIAL PROJECTIONS

We have calculated the potential revenue stream of the project over the course of two years, which includes revenue from ticket sales, sponsorships, and donations. We believe that the project has the potential to be self-sustaining and generate a positive return on investment.

We have also conducted a feasibility study to determine the potential for the project to be a success. The study has identified a number of key factors that will contribute to the success of the project, including

- The potential for the project to attract a diverse range of visitors
- The potential for the project to generate revenue from a variety of sources
- The potential for the project to foster a sense of community and belonging

We believe that the project has the potential to be a success and will provide a valuable experience for visitors.
Within our project of re-envisioning Sun Devil Stadium as an everyday community facility, we tackled several key problems: incorporating nature back into the stadium and the surrounding areas, making the stadium more centralized from the campus, and making the stadium a year-round facility for everyone to enjoy.

Our solution consists of creating a hiking/jogging trail that connects the Sun Devil Stadium to the Wells Fargo Arena and Baseball Stadium, adding features to the current ASU app that will bring health tracking capabilities, and implementing a point system that will encourage students and community members to utilize the facility.

Within this trail, there will be native Arizona plants planted alongside the path for educational and aesthetic purposes. There will be a function within the application that will allow individuals to search which type of plants are planted alongside the trail.

By having an application dedicated for the stadium activities, individuals would compete among themselves for the shortest completion time, and by creating a centralized scoreboard within the ASU app, people would be able to see the populated areas within the trail.

Additionally, the trail will have native Arizona plants planted alongside the path for educational and aesthetic purposes. There will be a function within the application that will allow individuals to search which type of plants are planted alongside the trail.

Overall, we believe that the creation of a trail alongside the application will bring greater attraction and reason for the students and community members to stop by the stadium to have a quick jog or a walk.

#Beer Garden

The beer garden would be transformed into more of a garden space instead of just an open concrete slab. In this revitalized space, users will be able to enjoy the multipurpose seating and relax amongst the foliage. This area can also be used for vendors during game time and transform the multipurpose seating into tables. This area can also be rented out into four events.

#Devils Hook

This 1 mile course is designed to have direct access from the Stadium down and on the north-east side of the butte through a newly designed trail that is ADA friendly from the stadium to the 3rd marker. After you pass the 3rd marker, the trail becomes a little more difficult and links to the original path to the top of A mountain.

Trail marks on Devils Hook are made in partnership with ASU partners such as Adidas, Coca-Cola, and Starbucks to make a unique experience on the trail that demands to be shared with friends and family on social media.

Skyline

Sparky’s Skyline is meant to lift you up over the water drainage path and move you through the paved bridge path. This path is located on the butte to give you a 360° view of the campus. This path is a medium-difficult course for ADA use.

Partnerships

Trail marks on Devils Hook are made in partnership with ASU partners such as Adidas, Coca-Cola, and Starbucks to make a unique experience on the trail that demands to be shared on social media.

#Storage

The new storage area located underneath the East Bleachers which can be connected to from the northeast field entrance. Here the stadium can store anything that they don’t want the public to have access to.
BECOME YOUR FUTURE.

OUR VISION

The InterChange stands for the exchange and development of soft skills necessary to carry out tasks. A recent survey done by Deloitte shows that employees showed that soft skills, like communication, collaboration, and emotional intelligence, are the differentiators among employees from around the country. InterChange will also communicate with employees through social media to create a community. The goal of our community is to create a community where people can learn about these skills and share their experiences.

WHY?

Being a millennial-applicant in today’s world, it’s not uncommon to hold a job for a few months. This leads to the development of the skill of learning new roles through a collaborative environment. The development of soft skills is an innovative and beneficial way to prepare people for the workplace. Employees have the option to learn these soft skills in a synthesized way through workshops and group projects. These skills will then be shared through social media to create a community.

FEATURES

Activities include: exercise equipment for ROTC students to train on, a wide range of bodyweight equipment, and strength-based apparatus. These will be featured on the south-west corner of the stadium.

WHEN, WHERE?

Located in the middle section of the club level, InterChange will help define what the space could be. It will be open to all ASU students, faculty, and staff. The goal of InterChange is to have a collaborative environment where people can learn and share their experiences.

RELEVANT BRANDS

Hylo Trucks
+fitbit

Agility Training Facility

The Agility Training Facility is located on the north side of the stadium. All proceeds from the facility will go towards Veteran Affairs and the Wounded Warrior Foundation. All activities will be designed with disabilities in mind. The facility will be open to all active and retired military and veterans.

Facility Amenities

Full gym, Ice Rink, Yoga Studio, Basketball Court, Rock Climbing Wall, and more.

R.O.T.C. Facility

The R.O.T.C. Facility is located on the north side of the stadium. The facility will be open during mornings for ROTC student training. It will have a wide range of equipment for physical fitness.

Sakura to Service Initiative

This initiative is located on the north side of the stadium. It will have a wide range of equipment for physical fitness.

Team 26

Thomas Chung, Sijie Chen, Shuang Li, Augustin Wehn, Megan Mcholland

Team 25

Amy Dicker, Dylan Kerr, Chloe Zuniga, Kathlene Stewart, Timothy Mcgheehon
Team 28

The Checkpoint

The Sun Devil Stadium is only used for 6 days out of the year, and stays vacant the other 98% of the time. Our goal for this project is to find a way to draw people into the stadium and encourage them to spend time there when there is no football game.

The Legends’ Club functions as a place to spend time before and during football games only. This space could be transformed into a valuable asset for the university. We decided to redesign this room into a video game bar and lounge where students and Tempe residents can eat, drink, and game together.

What’s New?

9AM - 12PM Open lounge and balcony

3PM Open suites

6PM - 9PM Open the bar

Multifunctional recreational area with the ability to be used for restaurants, shopping, and concerts.

A lounge to just hangout with friends, work on projects, watch the game, do almost anything in this space. It is one of the only free things to do in Arizona.
Devilsphere is a field re-imagined from a traditionally fast-paced active environment into one that is slower and more relaxed. The Sun Devil stadium is currently viewed as an untouchable space that only the football team is given access to. The driving force behind this concept is to give students and faculty a place to go and relax during the breaks in their busy work days, making the stadium a more approachable space. The space is to be used year-round through the installation of eco-friendly, portable geodesic domes placed in dynamic arrangement on the field space. In contrast to the high-octane environment during football season, this re-design is intended to create a haven of peace and relaxation.

Team 29
Jingwen Wu, Connor Pendery, Samantha Hendricks, Alana Meraz, Jessica Micksch

Team 30
Audrey Powell, Junru Shao, Caitlin Sullivan, Amanda Myers, Moses Onyeabor
We envision an outdoor space that is available for ASU and the residents of Tempe. Taking advantage of the great views and ideal setting of the Sun Devil Stadium. The Devil’s Grid is comprised of an interactive multi-purpose outdoor space, an LED fitness track and a mountain pathway creating additional outdoor space available 365 days of the year.

- **Devil’s Grid**: 250’ long interactive, multipurpose fiber-optics field that can host a variety of events and activities for ASU and its community.
- **Track**: an interactive LED track throughout the stadium’s main concourse connecting to the Sun Deck of the stadium
- **Mountain Pathway**: pathway that connects each butte on both sides of the stadium

The Devil’s Grid is a 250 foot extension of the sun deck. The additional space provides an interactive, multipurpose field that can be used for events and other activities. This futuristic field is comprised of a fiber optic floor that allows the space to be transformed for unique and specific purposes with the click of a button. The fiber optics can respond to touch by changing colors when a person or object interacts with it.

The Mountain Pathway aims to connect the buttes that surround the Sun Devil Stadium. These pathways will provide easy access to both buttes via the Sun Devil Stadium.

The LED fitness track that will occupy the entire diameter of the stadiums main concourse. This illuminated track has advanced technology that is able to track running times and speed using highly accurate RFID tracking technology.
Tempe Health Hub is a fitness program designed to engage more of the Tempe community and ASU students with health and wellness, by providing accessible workout space, educational workshops, and daily motivation.

Tempe Health Hub at Sun Devil Stadium

Monthly themes

A four month program beginning in January establishes the stadium as a fitness space open for all. Throughout the program, theme months wrap up in April, but the fitness center is open throughout the year.

January: Nutrition
February: Cardio
March: Weight training
April: Mental health

Weekly workshops

On workshop days, the stadium is utilized to host group classes, fitness competitions, health evaluations, and guest speakers.

Daily workout space

The fitness center offers daily access to a healthy lifestyle. Facilities can be used from 5am to 11pm.

Achieve

A three day sports intensive

Sparky’s Village: a pop up experience

Sparky’s Village offers a variety of options for vendors to create a memorable experience for Achieve patrons. The mission is for Adidas to serve as the sponsor and provide an interactive, shopping experience featuring limited edition ASU/Adidas apparel.

A variety of healthy food options would be provided by local vendors in order to promote a healthy and active lifestyle. These vendors would be focused in various food structures and booths throughout Sparky’s Village.

To ensure the comfort of families and guests, a specialized event insurance will be provided in a secure location throughout the event. These areas will feature inviting structures and plenty of space installed to create an exciting environment.
A new age gym for the New American University

Using the technology of Google Glass through an interactive mobile app...

move brings you a new community fitness center closely partnered with Adidas that will drive consistent foot traffic to the stadium 365 days of the year.

With innovative augmented reality technology, move enhances the traditional workout experience by combining virtual reality with orthodox fitness activities.

A close collaboration with Google will drive down the price of the Glasses.

Non-student faculty partners will be charged $25 a month in membership fees, a competitive price in the fitness industry.

Selling the stadium naming rights to Adidas will bring in upwards of $2 million a year in additional revenue.

With no major renovations needed, an entire augmented reality fitness center is born in the heart of Tempe.

Existing rooms will be repurposed into workout facilities, local & adidas storefronts, a health food cafeteria, and a room for glasses rental/memberships

Programmed workouts will utilize all in-stadium and flood space, providing exposure to all parts of the stadium.

Reimagining
Sun Devil Stadium

Additions have been made to both the top of the stadium as well as the walkway between Sun Devil Stadium and the Wells Fargo Arena.

Stadium Cover: Devil’s Peak

Our initial design concept was to cover the stadium in a innovative way that would bring the community in and create memorable experiences for the students and the users attracted to the stadium. This structure turns Sun Devil Stadium into a hub for entertainment year round, hosting festivals, concerts, observatory projections and other events such as ‘Summer Ends’, ‘Pot of Gold’ and many more. The shade provided is essential to make this a comfortable environment when Tempe reaches high temperatures. Overall, this feature is a community asset where Sun Devils of all sorts can come together.

Stadium Connection Walkway

The second aspect of our stadium redesign is to create a connection between the stadiums to unify the structures and provide a more comfortable space for the users. The design itself stems from the adidas logo, this latest adidas logo resembles a mountain which is to inspire their users to push themselves to their limits, as ASU inspires their students to do. This unifies Adidas and ASU. This addition provides a cool shaded space for the community, and vendor spaces that can produce revenue and promotion for ASU and Adidas.
Sun Devil Serviceman Fitness Zone
Fitness area designated for ASU’s ROTC program and Disabled Veterans

Adjustable Stadium Benches

ROTC & Adaptive Training Site
In the area located in the North Endzone Patio, ROTC can quickly set up and take down their exercise equipment when needed.
With the Adaptive Training equipment being more complex and bulky, a building will be designated specifically for them.

Available for events.

Innovative features.
- OLED Panels make for easy and customizable setups for every event.
- Available in two finishes, OLED and recycled materials for pinning up work for exhibits.
- Magnetic technology allows for easy configurations.
- Can display high-quality images.
- Touch-sensitive for writing, drawing, and brainstorming.

ROTC Equipment Concepts

Horizon

Your space to customize.

A place to thrive.

Horizon provides a place for students to work, socialize, and team build. The bright and open atmosphere will influence creativity, and will energize students to think outside the box. Suspended couches add a sense of “play,” a key ingredient for opening up the mind, allowing for more innovative ideas to flow.

Your space to customize.
Horizon is a completely customizable space that shapes to your needs. The OLED panels can make gorgeous displays, separate rooms, and can create ingenious brainstorming centers. Equipped with projection technology, these panels can make for stunning exhibits, or be stored away for an open social area. The upper level provides additional workspaces, projection technology, and cover from the harsh weather. Social or professional, Horizon provides a space for all occasions.

Available for events.
With such an open, energetic, and customizable atmosphere, Horizon is available for all kinds of events. Students gain a location to hold events for their majors, fundraising and gaining awareness from the Tempe community. The spaces are also available for rent for any business, individual, or third party as a customizable and fun location for their next event.

Innovative features.

ROTC at Arizona State needs 20,000 square ft for its 550 members. This space will be used to keep the students in physical condition while using equipment necessary.

Disabled Veterans seek physical fitness and competition, but need specialized equipment to give them a space where they can empower themselves through teamwork and motivation.

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Disabled Veterans seek physical fitness and competition, but need specialized equipment to give them a space where they can empower themselves through teamwork and motivation.
ASU will reach out to well-established and coming companies to rent out Sun Devil Stadium for month-long slots in order to occupy the space and create events that coordinates with the collaborating brand.

With the revenue received by renting out Sun Devil Stadium, ASU will hire ASU students to fill up the positions led by representatives from collaborating companies. By hiring students to shadow these professionals, long-lasting relationships are created that add valuable networks for the students’ professional careers.

Collaborating with well-established companies will not only help create positive bonds between them and ASU, but it will also work to advertise ASU as an institution. These collaborations will work to attract not only students, but enthusiasts of the various collaborative brands, connecting back to Tempe’s community.

The purpose of ASU X is to create a space that transforms into a new space each month, by collaborating with different companies. The idea behind the project is that the revenue that is made through each collaboration would be used toward students organizations/ new student jobs, so that it could create a space where all the users benefit.

**Team 40**

Camille Medeiros, Hanna Mills, Kyle Peterson, Stefan Rodriguez, Katherine Salazar

**Challenge Trail**

In repurposing the space at Sun Devil Stadium, we look to instill the idea of connection. Connecting the stadium with the landscape, connecting inside with outside, and connecting ASU with the surrounding community. The first part of our proposal is to introduce a challenge trail that allows hikers/runners to traverse through A mountain, the stadium, and the butte on the other side. Along the trail inside the stadium would be physical challenge stations. People could download our FitDevil app, which would give users weekly challenges, track their stats, and allow them to compete with friends. The second part of our proposal is to renovate the north end beer garden. This would involve construction of an overhead, open-space shelter as well as planting trees and other desert plants. This space could then be used for ROTC training and as part of the challenge trail. The desert trees and plants would provide shade and will be another example of bringing the outside in.

**Projected Trail**

The trail outlined in peach is what we propose the stadium should be. This trail connects the stadium to its environmental surroundings, bringing the natural scenery into the stadium. The trail itself will be a challenge trail connecting the already existing Hayden Butte Trail to the stadium at the level of the main concourse. It would then loop around the concourse to exit out to the adjoining hill.

**Fitness App**

Here is an overview of what our app, FitDevil, would look like. The app itself would come outfitted with a calendar to keep track of challenges you have completed, a list of the challenges themselves, and a timer to keep track of your times and accomplishments. Here you can see what the login screen would look like on FitDevil and a walkthrough page when you first downloaded the app.

**Challenge Stations**

The Challenge Stations are placed throughout the hiking trail on A Mountain, the concourse level of the Sun Devil Stadium, and the remaining trail on the butte located on the other side of the stadium. The stations have scanners that users can scan using the code on their FitDevil apps. After scanning their phone at the station, the app will come up with a fitness challenge for the user to complete. The fitness challenges allow the users to engage with the challenge stations, with some stations having stepping blocks built around the base and other stations having pull-up bars built into the station.

3:00 A.M.
Enjoy a relaxing yoga exercise in the beer garden.

12:00 P.M.
Community picnic with local food trucks from around Tempe.

3:00 P.M.
Peak number of community members on the trail.

6:00 P.M.
Drink with Sparky at the beer garden for happy hour!

9:00 P.M.
Lay down and stargaze on the main concourse level.

Team 39
Emily Kellogg, Seyla Muisse, Joyce Choi, Yong Seop Shim, Ilya Skolkov

Team 40
Camille Medeiros, Hanna Mills, Kyle Peterson, Stefan Rodriguez, Katherine Salazar
The Cluster Project Posters
Teams 41 - 44

Coworking

Welcome to i conic, a coworking space dedicated to fostering relationships between ASU students, alumni, faculty, and their neighbors. Located at Sun Devil Stadium, i conic is the latest statement in Arizona State University’s expanding catalog of sustainability, diversity, and innovation.

i conic app

At the touch of a button, students, faculty, and all other ASU affiliates will be able to reserve tables, meeting rooms, and desktops. Start your company, hold conferences with partners, and enjoy the luxury of working among the most diverse and innovative individuals in the nation.

New Entrance

i conic’s brand-new outdoor design connects the stadium to the rest of campus and invites people to enter and explore the space. Featuring a 50-foot LED screen that advertises events and opportunities to get involved 365 days a year.

Sustainable Design

Coworking and sustainability go hand-in-hand by sharing resources, space, and supplies. i conic promotes sustainability throughout its design by incorporating reclaimed and recycled materials for flooring and furniture, living walls, water-efficient faucets and toilets, and powered 100% by solar energy.

ROTC HQ

Introducing a base camp for ASU ROTC. Overlooking scenic Tempe, i conic will be the proud new home for ROTC as a place to train, study, and relax before, between, and after classes.

The name i conic is a triple entendre that draws on the similarity between the words ‘Conic’, ‘I Connect’, and ‘Iconic’.

ARIZONA STATE UNIVERSITY

The Sun Fest aims to capitalize on this opportunity by accomplishing three tasks, to include ASU & the surrounding community, to take advantage of the picturesque environment that encircles the stadium, & creating space for students to showcase their talents, organizations, & clubs.

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Sun Devil Stadium has always been a staple of Arizona State University to bring together the people in supporting the Sun Devil football team. However, the 2017 season saw seven home games for the Sun Devils which left the stadium unused for the remaining 358 days of the year. This presents an opportunity to rethink the way we use this remarkable facility when it isn’t hosting ASU’s football team.

Be surrounded by our beautiful Arizona landscape and Tempe town Lake. Visitors can use the observation tower to access a 360 aerial view of Tempe.

Preexisting concession stands will be used to serve carnival food.

ASU performing arts students and local artists can showcase their talent on the performance stage.

Team 41
Oriana Gil Perez, Grace Dudzinski, Stephanie Bookout, Valencia Martin

Team 42
Nenwe Geeso, Aidan Ward, Gabrielle Delgado, Emily Nicoll, Aaron Sanchez
What is Sun Devil Plus?

Sun Devil Plus is a resource that involves housing and community events. Students who struggle with homelessness can use this resource to secure a free place to sleep, shower, etc. Sun Devil Plus teamed up with Student Advocacy and Assistance & University Housing to help students who do not have a home and are willing to live/plan ASU community events at the Sun Devil Stadium.

Why a website?

A student who is struggling financially may not have a phone, but computers at ASU are easily accessible. Students can learn more about Sun Devil Plus and whether the requirements are in order to qualify. Such as: You must have above a 2.5 GPA, help during game nights, plan an event, etc.

12PM • INFORMATIONAL BOARDS

Throughout the concourse of the stadium, triangular glass signs would be put up to provide information about the area. These signs would incorporate information about the history, culture, and context of the natural landscape. We wanted to incorporate parts of the concourse through a certain visual and to add more color to the area. The board would be a way for people who live around the mountains.

9AM • COMMUNITY GARDEN

This would be a garden under the glass dome. First, the dome as a whole would be made with the same materials. A garden would be put inside the dome. Specifically, this garden, would be an opportunity for people to partake in gardening.

3PM & 6PM • CEILING

Throughout the concourse of the stadium, glass ceiling panels would be implemented. These panels would incorporate plants, flowers, and natural elements that can be seen throughout the surrounding landscape. We wanted to incorporate this theme into the stadium as it would make the environment feel more like a part of the natural landscape.

9PM • BOTANICAL GARDEN

This is the garden piece under the glass dome. The purpose of this section is to add the opportunity for people to see nature growing inside the stadium.

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Group 43:
Kaitlyn Boyd, Gracie Strasser

Team 44:
Adrian Castro Martinez, Mikayla Mertz,
Maria Duran, Nicholas Vincetic

Team 43:
Juan Garcia Leyva, Grace Strasser,
Kaitlyn Boyd, Thao Ngo

Team 44:
Adrian Castro Martinez, Mikayla Mertz,
Maria Duran, Nicholas Vincetic
**THE GLOBAL EXPERIENCE**

Step out of the hustle and bustle of daily school life and enter The Global Experience, a step towards creating immersive experiences, additive value to learning, and gatherings for students in a safe and fun environment.

**STRATEGIES**

Experiencing and exploring immersive technology is not only a valid, but also a meaningful activity. The Global Experience will enrich the student’s education by exposing them to the latest cutting-edge technology such as holographic, augmented and mixed reality, while being integrated into the design of the environment. This will allow students to engage in the world on their own terms, making them a part of the learning experience.

**Epicenter App Features:**

- Touchscreen-activated maps for navigation
- Access to virtual reality experiences
- Ability to create and share custom experiences
- Interactive 3D models of structures
- Live updates on experiments and experiences

**THE EPICENTER**

Epicenter is an app designed and developed to provide an immersive experience for students and others. It allows them to experience fields outside their own, giving them the opportunity to explore and engage or find a quiet spot for themselves. The designated area for a beer garden during game days, transforms into a space where people of all ages can take part in-- promoting a safe and healthy campus environment.

**STREAMLINE**

Streamline is large enough for a variety of activities, such as silent discos. Larger groups can congregate. Setting up the structure.

**CHILL SPACE**

Located on the north side of the arena, the Chill Space is representing the perfect area for students and other residents of the city to enjoy the beauty of nature. The large structure allows people to enjoy the natural surroundings, whether they are an ASU Sun Devil or just a fan.

**EPICENTER APP**

Epicenter is the ultimate app for students and alumni. It allows them to experience fields outside their own, giving them the opportunity to explore and engage or find a quiet spot for themselves. The designated area for a beer garden during game days, transforms into a space where people of all ages can take part in-- promoting a safe and healthy campus environment.

**CHOW TOWN**

Chow Town is where students can come grab a bite to eat or a drink. It's surrounded by the natural beauty of the desert and is a great place to relax and enjoy the view.

**THE Plex**

The Plex is a huge structure that is located in the center of campus. It's a great place to hang out and enjoy the beautiful outdoors.

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The Plex is a huge structure that is located in the center of campus. It's a great place to hang out and enjoy the beautiful outdoors.
THE PROBLEMS

1. Sun Devil Forum is a large redundant structure that is only used 5% of the time.
2. The lack of interdisciplinary interaction between the students of ASU as well as the school as a whole and the community.

THE SOLUTION

We are using this large redundant structure to bring ASU students and the community together by creating an innovative, interdisciplinary, and interactive space.

THE PROGRAMMING

The Sun Devil Forum is a space for ASU students and the community to practice and start their work. An area is open to them to share their crafts with others, and interaction occurs through diagrams. The social program area is intended to be a more permanent space but is still able to transform into a social event during the football season.

THE SITE AND CIRCULATION

Sun Devil Stadium is in a truly diverse area. The ability to use the north side of the stadium will be to take advantage of the interactive experience during the football season, and it will also be used as a place to view natural beauty. The north side of the stadium is used as a light rail stop, so users of the light rail can see the different locations. The social program area is intended to create a space for the community to experience the different locations and to encourage the use of the space.

THE DATA

Welcome to the SDF

Flexible work space

The app

Social program

Special events

The social program area is intended to be a more permanent space but is still able to transform into a social event during the football season. The south side of the stadium is used for social programs, and they can be seen through the footbals. The social program area is intended to create a space for the community to experience the different locations.

THE PROGRAM

Corridor showcase + experiment 01

Corridor showcase + experiment 02

Stadium beer garden

The beer garden is where the main part of an event will happen. The idea is where the host will occupy the space with whatever necessary to entertain attendees and display what the different areas have to offer. These events can be seen through the beer garden.

STADIUM BEER GARDEN

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The obstacle course is a great way to keep visitors and customers entertained and engaged.

PART ONE

RAISED OBSTACLE COURSE

The obstacle course is a great way to keep visitors and customers entertained and engaged.

PART TWO

MULTI-USE FIELD

The field can be adapted to different sports or events. It can be easily transformed into a miniature football field. The field can also be adapted to different sports or events. It is a great way to keep visitors and customers entertained and engaged.

PART THREE

STADIUM BEER GARDEN

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THE MISSION OF ADVENTURE DEVIL IS TO CREATE A PLATFORM WITHIN SUN DEVIL STADIUM TO BE USED BY ASU AND THE SURROUNDING COMMUNITY IN ORDER TO BRING TOGETHER PEOPLE OF ALL RACIAL, ETHNIC, SOCIO-ECONOMIC, AND RELIGIOUS BACKGROUNDS IN A WAY THE CELEBRATES THE UNIQUE CULTURE AND HISTORY.

ADVENTURE DEVIL IS A THREE PART INSTALLATION THAT ACTS AS A PLATFORM FOR ORGANIZATIONS TO HOST SPECIALIZED EVENTS AT SUN DEVIL STADIUM. THIS IS SO THAT ASU CAN BE MORE INFLUENTIAL IN THE LOCAL GROWING COMMUNITY.

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The mission of Adventure Devil is to create a platform within Sun Devil Stadium to be used by ASU and the surrounding community in order to bring together people of all racial, ethnic, socio-economic, and religious backgrounds in a way the celebrates each ones unique culture and history.

Adventure Devil is a three part installation that acts as a platform for organizations to host specialized events at Sun Devil Stadium. This is so that ASU can be more influential in the local growing community.
These resources will be open and available to the community on the weekend as a tool to combat systemic homelessness with access to career services, financial aid, computer labs, and health services.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>classrooms, gym, coffee</td>
</tr>
<tr>
<td>12:00</td>
<td>print lab, computer lab</td>
</tr>
<tr>
<td>3:00</td>
<td>library, museum, aid</td>
</tr>
<tr>
<td>6:00</td>
<td>lounge, gym, coffee</td>
</tr>
<tr>
<td>9:00</td>
<td>dance, lounge, coffee</td>
</tr>
</tbody>
</table>

**BENEATH YOUR FEET**

ASU Connect will open inviting outdoor spaces, community gardens, and public services as one way to bring families within the community together.

**ELEVATED WALKWAY**

ASU Connect will design various pathways that will be easy to access and use by everyone. These pathways will be a central hub of the community.

**NUMBERS**

9:00: classroom, gym, coffee
12:00: print lab, computer lab
3:00: library, museum, financial aid
6:00: lounge, gym, coffee
9:00: dance, lounge, coffee

ASU Connect will host events on the weekend as a tool to combat systemic homelessness, providing access to career services, financial aid, computer labs, and health services.
an organization system of poles which is applied to sun devil stadium field. these poles serve as multi-functional, low cost space makers. each pole has an extendable 'wall', made of projector screen material, which attaches to the adjacent pole, allowing the user to divide the space into programmatic boxes. the poles also include small openings + clasps which users may attach any object they like such as hammocks, ladders, shades, etc.

**Program**

When not in use, clubs and private boxes can be easily converted to private physical therapy rooms.

Already existing heating pads and refrigerators can house necessary hot or cold pads, and cabinetry can build other equipment needed.

Private rooms provide customized and personal Physical Therapy in a stadium which originally only provided this need to ASU athletes.

Even when the stadium is in use on game day, active signs promoting healthy habits are located everywhere -- on stair steps and keep count of calories burned when moving through the stadium.

Existing heating pads and refrigerators aid the transition from private view to personalized health.

With the aid of Physical Therapy, active persons recover an average of 10 days faster than those who share similar injuries who recover without Physical Therapy.

Those who are aware of their health also improve their mental health, and are more conscious on how they choose to spend their time.

**Group 55**

Anisa Brook, Alonzo Celaya, Samedi Johnson, Andrew Lemieux

---

**Team 51**

Geoffrey Wong, Erica Klipfel, Cooper Hsin, Brandon Powell, Amirah Alfadhli

Team 55
Anisa Brook, Alonzo Celaya, Samedi Johnson, Andrew Lemieux
Unwind365

Team 58

The Cluster Project Posters

A Cultural Building App designed by Team 58

Arizona State University is a highly diverse community, ranking well above the national average in multicultural student population. Still, many students feel the ASU campus is an alienating environment. Based on this information, we propose a plan that will transform the Sun Devil football stadium into a cultural center that offers events and activities, where students, student group organizations, Tempe residents, businesses and visitors can come together and celebrate this cultural diversity 365 days a year.

• About the Project

Unwind365 is a new meaning for cultural diversity. In doing so, we aim to transform the Sun Devil football stadium into the Campus of the Future. This small grassy park area is great for relaxing, enjoying a classy dinner overlooking the Sun Devil Stadium. It is a great place to celebrate the University setting that offers a unique gathering place for students, each time one visits.

• About the Site

ASU Tempe
Opened October 4, 1958
Location 500 East Veterans Way
DMS 33° 25′ 35″ N, 111° 55′ 57″ W

• About the App

The mobile application facilitates easy registration for any group, business or organization wishing to participate in the Culture Hub. With the application, participants can choose the best days and times they would like to participate in the events. To create an example, on a national scale, of a university setting that offers a unique gathering place for students, businesses and organizations feel the campus is an alienating environment — one with the intent of making everyone feel welcome, that hasn’t fully delivered on its promise.

Unwind365 Project

The Cluster Project Posters

The Cluster Project Posters

The Future prospect of our project, is that Sun Devil Stadium will be transformed into a year-round cultural center (Hub), where both students and the surrounding community can celebrate the richness in cultural diversity.

12:00

Culture Hub

A Cultural Building App designed by Team 58

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Culture Hub

A Cultural Building App designed by Team 58

Arizona State University is a highly diverse community, ranking well above the national average in multicultural student population. Still, many students feel the ASU campus is an alienating environment. Based on this information, we propose a plan that will transform the Sun Devil football stadium into a cultural center that offers events and activities, where students, student group organizations, Tempe residents, businesses and visitors can come together and celebrate this cultural diversity 365 days a year.

• About the Project

Unwind365 is a new meaning for cultural diversity. In doing so, we aim to transform the Sun Devil football stadium into the Campus of the Future. This small grassy park area is great for relaxing, enjoying a classy dinner overlooking the Sun Devil Stadium. It is a great place to celebrate the University setting that offers a unique gathering place for students, businesses and organizations feel the campus is an alienating environment — one with the intent of making everyone feel welcome, that hasn’t fully delivered on its promise.

Unwind365 Project
1, 5 from the ICC 2016
2, 3 from the ICC 2013
4 from the ICC 2018
6, 7 from the ICC 2011
First Place: MOVE

Using the technology of Google Glass through an interactive mobile application, MOVE brings you a new community fitness center closely partnered with Adidas that will drive consistent foot traffic to the stadium 365 days out of the year.

Scan QR Code to watch the MOVE video
Images taken from video supplied from Team 35.
Second Place: Sound Mind

Sound Mind unites the physical, the mental, and the social well-being through musical play structures and inclusive cultural programming.

Team 1
Mariana Barros, Andrea Fernandez, Hailey Tang, Jakub Swiech, Anita Totillo

Scan QR Code to watch the Sound Mind video
Swings create music when moving; more people moving in sync creates a more complex song.

A stretched sheet of spandex acts as a touch-sensitive membrane interface for music making.

lights & music peg board

A twist on the traditional peg board, lights will glow and a song plays as pegs are inserted.

Images taken from video supplied from Team 1.
Third Place: GIIVE

GIIVE creates an opportunity for stadiums to be used more than just a couple times a year. Student and community members volunteer to work the stadium events 365 days a year. With no physical remodel this proposal is cost effective and community focused.

Scan QR Code to watch the GIIVE video
Images taken from video supplied from Team 8.
Fourth Place: Sun Devil Plus

Sun Devil Plus is a resource that involves housing and community events. Students who struggle with homelessness can use this resource to receive a free place to sleep, shower, etc. Sun Devil Plus teamed up with Student Advocacy and Assistance & University Housing to help students who do not have a home and are willing to live / plan ASU community events at the Sun Devil Stadium.

What is Sun Devil Plus?
Sun Devil Plus is a resource that involves housing and community events. Students who struggle with homelessness can use this resource to receive a free place to sleep, shower, etc. Sun Devil Plus teamed up with Student Advocacy and Assistance & University Housing to help students who do not have a home and are willing to live / plan ASU community events at the Sun Devil Stadium.

Why a website?
A student who is struggling financially may not have a phone, but computers at ASU are easily accessible. Students can learn more about Sun Devil Plus and what the requirements are in order to qualify. Such as: You must have above a 2.5 GPA, help during game nights, plan an event, etc.

Sleeping Pods
The sleeping pods take up the main corridor on both the east and west side of the stadium. It contains a storage area under the bed, and empty walls for customization. The pod will be closed with a glass door to serve as a window, and a curtain on the inside for privacy.

Scan QR Code to watch the Sun Devil Plus video
Images taken from video supplied from Team 44.
Fifth Place: Creative Process

The “Adidas Creative Process” is aimed to combine the arts and sports in an area where these two do not typically meet. Adidas, a brand where they already integrate sports and the arts with its fashion forward products, is the perfect brand to partner up with ASU to help create a new environment for all types of people.

Team 4
Alejandra Lobato Jarrir, Omar Mota, Yiran Zhao, Lauren Colone, Christopher Anigwe

Scan QR Code to watch the Creative Process video
Images taken from video supplied from Team 4.
Design Students’ Words

“I enjoyed seeing the perspectives of students from other disciplines. That experience will be useful later in life.”

“This project allowed me to really feel and enact the true meaning of working as a team. My team was amazing and I greatly filled with joy by how well we worked together.”

“One big take away from the cluster project was how amazing + talented the other group members are, and if you have an awesome idea, having an amazing team can make it so much better.”

“One of our group members studies economics. He made me be interested in finance and learn how to sell a product for sure. An experience that I will never forgot, and will remember it through life.”

“Something I really took away from this experience was working with different disciplines. Being able to work with an architect and interior designer really expanded my knowledge in design. Making new connections really resonated with me. I feel like I can truly work with these people again.”

One takeaway from this experience is knowledge gained about giving back and making working with other majors. It was great to see how/what other students think and do in their discipline and how my own major can factor in the overall design process.
“Getting experience working with people of different disciplines in very beneficial and not something we have done very much. “

“Selling the idea is just as important as the idea itself. Think of the major ‘why’ so other people don’t have to ask.”

“What I learned:
- How to implement different disciplines;
- How to work multiple goals;
- Working with people of different backgrounds.”

“I loved being able to work with other majors. It created so much more opportunity and potential to the project. I loved learning other techniques and programs. Plus in the real world that’s exactly what an architect would do. It takes a lot of different majors and talents to put a building up.”

“I learned the value of team world, another creative process and how fun can be good in a work environment. “

“* The thing I really enjoyed was the fact that I got to work with people I don’t necessarily interact with. I am so used to just talking to people in my graphic design studio. “

“* My biggest takeaway was that working with a diverse array of people is a fantastic way to fully develop an idea. The five people in our group all had different majors, and this greatly contributed to our approach to the entire project. We were able to tackle the project in five unique ways, eventually combining to create our finished product. I am very thankful for the opportunity to participate in this competition! *
“This project has allowed me to grow in many ways that I never would’ve believed that it could and imparted me with lessons that will be beneficial in other aspects of my life.”

“In a nutshell, the experience obtained from this project was enriching, and this piece tells a story of how students who did not know each other, never shared a class together, successfully worked together to solve a shared problem.”

“Overall, the experience was something that I will never forget. I will never forget the long nights brainstorming with my team. I will never forget the idea that a class can be pushed into such a brief period. And I will never forget the reason for which everyone donated their time to in those intensive ten days.”

“Any opportunity to do a project like this in the future is one I would definitely take.”

“Looking back, I would definitely do a similar project. I will also recommend this class to other engineers in my class. As engineers we typically only really take math and science courses, and are all around the same type of people everyday, all day. This was a nice and fun experience to take a break from all the analytical classes and crowd, and connect with another side of ASU. Overall, the project was a fantastic experience with the difficulties of the creative process that myself, as a biology major, am particularly unfamiliar with.”

“Non-Design Students’ Words

What have you learned from the ICC?

“At the end of the day, I didn't gain a lot of new hands on design skills through this experience, but I think what I did gain was far more valuable. In a time in my life when creative juices were at an all-time low, and my ability to force creative, imaginative, and illogical thinking lay dormant in the far reaches of the unconscious, this experience reminded me that sometime the solution doesn't lie right in front of you, waiting to be discovered through logic, math, or science, and instead the solution doesn't truly exist. Rather it is up to me to create a solution, where otherwise there would be only a problem.”

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"Tragic it only could last for 10 days. However in those ten days it was refreshing to work my mind in different ways. As a business major it is easy to get siloed into very process and budget-oriented ways of thinking.

"As a business student I never would have dreamed of taking a design class that incorporated my interest in sports. Courses like these are one of the many reasons that Arizona State is a special place and continues to be at the top of the rankings in innovation by the US News and World Report. My hope going forward is that Dr. Crow can partner with other esteemed alumni to bring opportunities such as this one to ASU students.

"One of the best aspects of this competition was that we worked with different majors who all brought different skills and viewpoints."

"I got to explore the concept of design-thinking from a purely creative, non-business perspective. And that was refreshing. I got to learn about how my other teammates learned and thought. It also opened our eyes to the power and importance of imagination.

"Being the only business major in my group was an eye opening experience. I found that my design major peers were much more inclusive and open to others ideas[ compared to my business peers] regardless of how seemingly outlandish they seemed to be. They took an abstract approach where the rules really didn't exist, and pursued an idea from its essence to its form and physical manifestation. The way they viewed objects was poetic whether it be the attributes They assigned to concrete or the thought they put into sketches on paper. What was most astounding to me is that they actually CREATED things."

"In all of my future projects, I will fully utilize the concepts of design I learned during this 10 day course into my projects. The experience of working with people whose passions focus on these core principles was a great introduction to me."

"Once my group's ten days were up, I was looking back at this project as one of the greatest projects I had ever gotten the opportunity to work on. For the first time in all of my classes here at ASU, I had the opportunity of working with people from different schools, with different career paths and different goals. I feel that I got more out of this project than I had from almost any other class I had taken at ASU."

How you saw design students?

"I would whole-heartedly endorse this competition for any W.P. Carey student debating whether to sign up or not. The experience of working with students outside of our school is invaluable. In the business school, while we participate in several group projects each year in our classes, we never really get to work with people outside of our discipline. It really was a highlight of my time at Arizona State.

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Final Words
Over the past ten years, the ICC has become a learning experience by itself. Starting as an idea ten years ago, it has evolved with each year’s assessment and became a new learning pedagogy. This model is actually the reflection of the design process: proceed from an idea to the final development through a series of iterations and evaluations. The ICC also became a pedagogy that provides opportunities to students to be exposed to a variety of learning experiences and goals unlike those from all other classes they have taken at school.

The ICC teaches students emotional intelligence in design through a collaborative team experience. Students become problem seekers by having to frame a problem, in contrast with most junior studio projects in where the faculty frames the problem. They become socially engaged through their ideation process, and also become more active in competitions at the local, national and international level. According to students’ feedback, because of this experience, students wanted to do more projects to outreach community within the reminding semesters in their education (Zingoni, 2016).

The ICC also introduced the elements of collaborative practice: responsibility, accountability, coordination, communication, cooperation, assertiveness, autonomy, and mutual trust and respect (Bridges, Davidson & Tomkowiak, 2011). From this learning organization, students mature their design methodology from their learning experience and regard it as a tool that they can apply not only to their studies at school, but also to other social aspects of their lives.

During the process, the students developed a sense of confidence (other than defensiveness), empathy (instead of self-centeredness), moral responsibility (instead of just doing a studio for the academic credits) and team mentality (instead of the star mentality). It was a winning experience for all involved.
Thanks to All of The 2018 ICC Participants

Students
Adrian Castro Martinez
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Aly Schierbrock
Amberley Johnson
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Amy Dicker
Andrea Fernandez
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Andrew Lemieux
Andrew Peterson
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Anthony Martin
Areej Aldar
Arig Alotibi
Ataiyo Viafora
Attilio Leonardi
Audrey Carlson
Audrey Peterson
Augustin Wehn
Austen Pearce
Benjamin Lyons
Bianca Gonzalez
Boon Lee Tan
Brandon Dunn
Brandon Powell
Brayden Smith
Brenner Shale
Brett Cordova
Brian Luna
Brian Skeet
Brooke Petsch
Bryan Nguyen
Caitlin Sullivan
Calli Astroth
Calvin Henderson
Cameron Labban
Camille Medeiros
Carrie Hufn
Cathy La
Cecile Kim
Cecilia Ramey
Charles Petty
Chase Kepp
Chenyang Hu
Cheyenne Knippelberg
Chloe Leyba
Chloe Zuniga
Choice Vizor
Christina Lufkin
Christina Romano
Christine Black
Christopher Anigwe
Christopher Ayala
Christopher Fernandez
Clara Early
Clarissa De La Cruz
Claudia Martinez-
Cody Stocker
Connor Companik
Connor Pendery
Cooper Hsin
Courtney Zeitler
Covell Lindsey
Dalin Ard
Daniel Han
Daniel Schilk
Daniela Chavez
Daniella Ozair
Danqi Zhang
David Beckstrom
David France
David Kim
Dejian Pan
Denise Torloni
Devon Aulerich
Dewen Liu
Dhruba Moudgal
Donglei Cao
Drury Margaret
Dylan Kerr
Dylan Mayo
Dylan Yarbrough
Eileen Imbus
Emily Kellogg
Emily Nicoll
Eric Sayban
Erica Klipfel
Erik Parkhurst
Erika Hannon
Evan Meade
Gabe Kapian
Gabriel Jaramillo
Gabrielle Delgado
Geng Tian
Grace Dudzinski
Griffin Wiebel
Guanyi Zhou
Hailey Tang
Hanna Mills
Hannah Gardner
Henry Erves Quintan
Hsiao-shan Lin
Huyen Pham
Ian Birl
Jacob Griffith
Jacob Poole
Jacqueline Elizarraras
Jakub Swiech
James Howard
Jasmine Zulkarnain
Javier Olivera
Jeanbat Busisi
Jessica Micksch
Jiajun Qi
Jialu Gu
Jian Guo
Jillian Kelley
Jingwen Wu
John Schiazzano
Jorge Sandoval
Joshua Hanson
Joyce Choi
Julia Jackson
Junru Shao
Katelyn Lentz
References


Zingoni, M. (2016). *Interdisciplinary cluster competition, when the whole is greater than the sum of its parts*. Networking Knowledge: Journal of the MeCCSA Postgraduate Network, 9(3).

Milagros Zingoni is an Assistant Professor at The Design School, at Arizona State University. Originally from Argentina, Milagros believes that innovation comes from communication between disciplines and collaboration between the community and professionals with perhaps different backgrounds but similar goals. Her unique experience as both, designer and educator, provides a fresh lens to understand student centered approaches, physically and pedagogically. Her research includes explorations of the environmental settings that address new ways of learning and how these settings provide opportunities to emphasize problem solving skills and collaboration that creates communities of learning. Her studios focus on community and commitment to public engagement. This, has given her a unique, focused insight on how people relate to one another and how the built environment influences them in the process.

Before teaching in Interiors she taught for eight years in Architecture and Urban Design. She is a registered architect in Patagonia, Argentina, and has also studied Habitat Design and Urban and Environmental Planning. Her unique background allows her to understand human experiences at multiple scales.

Milagros is a strong advocate for giving back to the community. She is passionate about the role of design professions in children infrastructure. She has volunteered in many public projects and is currently serving in the City of Mesa Historic preservation Board, in the Board of Directors for two non for profit organizations: Everlasting Marks and Mesa Montessori. Milagros is also an ideologist for the IDEA Museum, and is the Faculty advisor for SPECS students’ organization.

William Heywood is an Associate Clinical Professor and Assistant Director of The Design School at Arizona State University. Dr. Heywood received his PhD in Clinical Psychology and a BFA in Photography/Design. For the past 28 years, he has taught courses on creativity, collaborative leadership and Mindfulness. He has also co-taught a variety of cross-disciplinary graduate studios in architecture and visual communication; and has been one of the co-creator of the Interdisciplinary Cluster Competition at The Design School.

He is a Clinical Psychologist in private practice and co-founder and president of the consulting firms RIA (Redefining-Innovation-Agency) and Wisdom of the Heart, which for 25 years has focused on human dynamics in educational institutions, corporations, family owned businesses, and individuals. Dr. Heywood is also the team sports psychologist for the US Junior National Women’s Sculling Team.

His expertise in collaboration and emotional intelligence brings team building in a variety of contexts.

Scan the code to view video projects of the Cluster Competition

design.asu.edu/research-and-initiatives/