

NORTHWESTERN UNIVERSITY



IMPLEMENTATION OF

The Highest Order of Excellence

PLAN

1998 – 2002

Final Report to the Community

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INTRODUCTORY MESSAGE FROM THE PRESIDENT AND THE PROVOST

As University leaders began formulating plans several years ago for a special undergraduate tuition increase and a billion-dollar fundraising campaign, two dozen members of the faculty from across the University were invited to come together for a series of conversations with the Provost that would help articulate a vision for Northwestern's future. What investments, what kind of changes, they were asked, would accelerate Northwestern's progress toward a highly distinctive identity and national preeminence? Many discussions were also held with the deans, faculty groups, students, staff, alumni and prospective donors. A resulting strategic plan, entitled *The Highest Order of Excellence*, was published and widely distributed in April 1998 and has since served as our guidepost for programmatic and fiscal planning and for fundraising efforts.

Five years hence, to what extent have we realized the vision it expressed? Where have new revenues from undergraduate tuition and Campaign Northwestern been invested? What remains to be done, and where do we go from here? Each of you could likely tell part of the story, because you've been actively involved in or affected by some aspect of our progress. Hardly a corner of the campus has gone untouched in some way by deliberate change. It is with gratitude for your extra measures of individual patience and effort, and with pleasure in the collective results, that we share with you a summary of what we have accomplished together

through implementation of *The Highest Order of Excellence*.

This report focuses on the original elements of that plan -- three broad academic priorities, and a fourth given to related infrastructure -- but we should mention here some examples of the kind of events between 1997 and 2002 that occurred outside the scope of the academic plan. Our alumni relations operations, for example, were completely restructured, and substantial investments were made in alumni communications and programming. Significant investment and growth occurred in the University's fund-raising infrastructure. Chemistry professor John Pople won a Nobel Prize. Mary Zimmerman, professor of performance studies, was recognized with a MacArthur "genius" grant and a "best director" Tony. Investigative and legal work by Northwestern students and faculty members paved the way for a moratorium on the death penalty in Illinois. Leadership changes took place in seven of Northwestern's eleven schools. Change itself has increasingly become a way of life on campus.

We offer this report not to congratulate ourselves on recent accomplishments but to prepare the way for future ones. We expect to engage the community in a new cycle of University-wide planning discussions over the next 18 months, and this report serves as a departure point for that process.

Henry S. Bienen, president
Lawrence B. Dumas, provost

May 1, 2003

OUTCOME MEASURES and PERFORMANCE INDICATORS
1998 - 2002
OVERVIEW



Philanthropic Support

\$104.8M	New endowment funds for faculty positions
\$177.2M	New endowment funds for program support
\$51.7M	New endowment funds to support research
\$60.7M	New endowment funds for undergraduate financial aid
\$21.2M	New endowment funds for arts & sciences graduate financial aid
\$37.8M	New endowment funds for graduate professional financial aid
\$25.1M	New endowment funds to support library acquisitions
\$65.5M	New endowment commitments to be designated
\$3.4M	New endowment funds for facilities operating support
\$315.8M	Expendable gifts for facilities construction
\$524.2M	Expendable gifts for general operating support
<u>\$15.6M</u>	Other pledged funds to be designated
\$1.4B	Total
\$988.2M	Cash receipts as of 12/31/02, out of the total \$1.4B in commitments listed above

Other External Support

\$56.3M	Special state and federal government allocations for new facilities construction, including one of the first federally-funded nanofabrication facilities in the nation
77.2%	Increase in the volume of sponsored research, from \$183.2M to \$324.5M

Investments/Expenditures

\$10.6M	Annually, to support new ongoing programs for undergraduates
\$36.4M	To seed new programs for undergraduates and improve existing facilities and infrastructure for undergraduate learning
\$3.5M	New dollars invested in graduate education administration

\$14.4M	New dollars invested in alumni & donor relations programs
\$425M	Construction of new academic & instructional facilities
\$93M	Construction of new residential and recreational facilities
\$11.5M	Annually, to support new facilities' operations & maintenance
\$28.5M	Purchases & improvements of administrative information systems (<i>human resources, student records, alumni & donor information, library catalogue & circulation, space information</i>)

Growth & Innovation

23	New faculty positions in Weinberg College of Arts & Sciences
5	New faculty positions in the McCormick School of Engineering and Applied Science
59	New research positions in the Feinberg School of Medicine
12	Faculty recruitments designed to synergize strengths between schools and/or prominent disciplines
20	Faculty members elected to major academic honorific societies
440,800	New net square footage in laboratory, office, and community space for faculty/student research teams in basic life sciences and engineering
120	New offices for faculty, staff, and student use primarily in the humanities
5	New cutting-edge interdisciplinary research centers
15	New classrooms with advanced multimedia capabilities
873	Faculty members integrating on-line communications into management of their courses by academic year 2001-2002
325	New beds for undergraduates in contemporary suite arrangements, eliminating lottery system
28	Schools and administrative units that meet annually to review their strategic plans with the University central administration
35	New companies launched with novel technologies based on research of Northwestern faculty

Undergraduate Student Survey Responses and Other Activity

5.7	Number of percentage points that "yield" (the number of admitted freshman who enroll) has improved since 1998, having climbed steadily over the five-year span (from 35.1% to 40.8%)
13	Percentage-point improvement in seniors who were satisfied with their opportunities for study outside the conventional classroom (from 64% to 77%)

- 11 and 8 Percentage-point improvement in seniors who were satisfied with advising before declaring a major (26% to 37%) and within their major (52% to 60%)
- 14 and 20 Percentage-point improvement in seniors who were satisfied with the ethnic/racial diversity (53% to 67%) and the climate for minorities on campus (50% to 70%)

Graduate and Professional Student Activity

- 7.5 and 4.8 Percentage point improvement in selectivity (27.2% to 19.7%) and yield (37.2% to 42.0%) for Graduate School admissions
- 2.9 Percentage point improvement in selectivity (16.0% to 13.1%) for Kellogg School of Management admissions; yield remained relatively steady at 60+ percent.
- 3.8 and 4.2 Percentage point improvement in selectivity (21.2% to 17.4%) and yield (27.2% to 31.4%) for the School of Law
- under 6 Percentage of students admitted to the Feinberg School of Medicine, a rate that has held steady since 1996, while applications to medical schools nationally have steadily fallen.

Recent Rankings*

- Undergraduate Colleges Tie for 10th in 2003, up from 14th in 2000 in the *U.S. News & World Report* national rankings.
- Kellogg #1 in *Business Week* in 2003, following a decade ranked between second and fifth. Also – #1 in *The Economist Intelligence Unit*, a new worldwide survey in 2003. (*U.S. News & World Report* placed Kellogg at 5th in 2002)
- Law #11 in *U.S. News & World Report* in 2002; up from 13th's the prior year. LSAT scores for incoming students in 2002 climbed to 6th nationally after holding at 7th for three prior years. NU Law's LSAT scores ranked 12th nationally in 1997.
- Medicine #22 in *U.S. News & World Report* in 2002, a slight drop after hovering at 20 and 21 since 1998.

* Complete rankings from *University Benchmarks* available on supplemental pages immediately following this section.

Education #10 in *U.S. News & World Report* in 2002, having leapt to that position in 2001 from 20th in 2000

While these measurements alone do not provide a complete picture of the University's accomplishments or current position, we include them here because they are data we are able to muster readily with the current state of our information systems. A continuing goal is to develop business processes that produce more robust and sophisticated measurements as major systems conversions and data cleanup projects are completed.



NRC GRADUATE PROGRAM RANKINGS

In 1993, the National Research Council updated its 1982 report on the status of research-doctorate programs. This included an updated survey of graduate faculty, which was used to rate graduate programs on the scholarly quality of program faculty. The 1982 and 1993 rankings are included below, sorted on the 1993 rank of Northwestern's programs.

NRC Program Rankings Northwestern University

Discipline	Ranking		
	1982	1993	Difference
Material Sciences	NR	2	
Industrial Engineering	NR	6	
Art History	23.5	8	15.5
Civil Engineering	8.5	9	-0.5
Economics	11.5	9	2.5
Sociology	22	9	13
Mechanical Engineering	14.5	12	2.5
Biomedical Engineering	NR	14	
Chemistry	12	14	-2
Chemical Engineering	12	15	-3
History	19	16	3
Comparative Literature	NR	17	
Geological Sciences	22.5	21	1.5
Political Science	14	22	-8
Religion	NR	23	
Neurosciences	NR	23	
Music	22	23.5	-1.5
Psychology	27.5	24	3.5
Philosophy	35	25	10
Physiology	32.5	26.5	6
Mathematics	26	28	-2
English	19.5	29	-9.5
French	37	29	8
Biochem&Molec. *	22.5	31	-8.5
Cell & Dev. Bio **	33	31	2
Statistics	NR	33	
Anthropology	11.5	34	-22.5
Physics	37.5	37	0.5
Computer Science	31	38	-7
Electrical Engineering	25.5	39	-13.5

Source: NRC Footnotes: * Biochemistry in 1982. ** Molecular and Cell Biology in 1982. NR = discipline not rated by NRC in 1982.

NRC GRADUATE PROGRAM RATINGS, cont.

The University of California at Berkeley has the most graduate programs ranked in the top ten by the 1993 NRC program ratings, with 38 top ten programs. Northwestern ranks 21st with six top ten programs.

**NRC Program Ratings
Institutions by Number of Programs in Top Ten**

Rank	Institution	Number
1	University of California, Berkeley	38
2	Stanford University	32
3	Harvard University	28
4	Princeton University	22
5	M.I.T.	20
6	Yale University	19
6	Cornell University	19
8	University of Chicago	18
9	University of Pennsylvania	15
10	University of California, San Diego	14
10	Columbia University	14
10	University of Wisconsin	14
10	University of Michigan	14
14	California Institute of Technology	13
14	U.C.L.A.	13
16	University of Washington	11
17	University of Illinois	10
18	Johns Hopkins University	9
19	Duke University	8
20	University of Texas	7
21	Northwestern University	6
21	University of California, San Francisco	6
23	University of Minnesota	5
23	University of Virginia	5

Source: NRC

OTHER GRADUATE AND PROFESSIONAL SCHOOL RANKINGS

Below is a table of graduate and professional school rankings (sorted from highest to lowest ranking). Unless otherwise noted, the source is *US News and World Report*. These rankings are based on ratings by deans, faculty, and employers, as well as on measures of student quality, program resources, and student outcomes. While their quality is the subject of much debate, we have included them in addition to the NRC rankings because in many cases no other current rankings exist. Where both NRC and US News rankings are available, it is interesting to compare the two, although the former is more highly regarded.

Program Rankings (US News)

NU School	Department	2002	2001	2000	1999	1998	1996	1994	1992
KSM	Business School (Business Week)	1	1	2		2	3	2	1
KSM	Business School (US News)	5	3	5	2	6	4	5	4
KSM	Non-Degree Mngmt Ed (Bus Wk)				4				
KSM	Accounting	9	9	8	10	7			
KSM	Finance	9	7	8	7	8			
KSM	General Management	3	3	4	3	1	3	3	3
KSM	International Business	NR	9	NR	NR	NR	NR		
KSM	Entrepreneurship	NR	9	NR	10	10	NR	NR	NR
KSM	Marketing	1	1	1	1	1	1	1	1
KSM	Production/Operations Management	9	8	8	8	NR	NR	NR	NR
KSM	Quantitative Analysis	NR	8	9	7		NR	NR	
KSM	Nonprofit Organizations	2	2	3	4	4	4	4	3
KSM	Part-time MBA	2		3	3				
Law	Law School (American Lawyer)					9			
Law	Law School (US News)	11	13	12	12	12	14	12	13
Law	Clinical Training	9	8	NR	10	9	NR	NR	NR
Law	Dispute Resolution	8	NR	9	7	NR			
Law	Trial Advocacy	4	3	3	2	3	3		
FSM	Medical School (overall)	22	20	22	21	21			
FSM	Women's Health	NR	NR	10	8	NR	NR	NR	
Communication	Drama (MFA)					10			
Communication	Film (MFA)					9			
SESP	School of Education (overall)	10	10	20	18	15	14		
SESP	Education Policy	NR	19						
Music	Music					6		6	
McCormick	Engineering School (overall)	20	18	19	15	13	13	12	19
McCormick	Applied Math	14							
McCormick	Biomedical Engineering	15		12	12	13	12	16	8
McCormick	Chemical Engineering	18	16	17	18	16	17	18	18

McCormick	Civil Engineering	10	12	12	10	12	11	10	12
McCormick	Computer Science	42			21		22	23	26
McCormick	Computer Engineering	18							
McCormick	Electrical Engineering	NR			18	25	22	31	32
McCormick	Environmental	14	19	14		24	16	33	20
McCormick	Industrial Engineering	7	8	9	10	10	18	16	14
McCormick	Material Sciences	2	2	4	5	4	4	5	5
McCormick	Mechanical Engineering	16	16	17	15	16	14	19	17
WCAS	Biological Sciences	36					29		
WCAS	Chemistry	12			11		12		
WCAS	Economics		8			8	8		8
WCAS	English		18			20	23		
WCAS	Geology						25		
WCAS	History		15			17	18		
WCAS	Mathematics	21			21		24		
WCAS	Physics	28					31		
WCAS	Political Science		20			20	20		
WCAS	Psychology		17			18	19		
WCAS	Sociology		9			10	8		10

US NEWS RANKINGS: NATIONAL UNIVERSITIES

Northwestern improved from a rank of 17th in the 1988 *US News and World Report* rankings to 10th in 1999. We dropped to 14th in 2000, primarily due to an increased emphasis on financial resources in determining rankings, and rose to 12th in the 2002 rankings (published in August, 2001). Although these rankings are far from perfect in methodology, nonetheless, they are an important marketing tool. As evidence of the importance of national rankings, an average of 20% of respondents to Northwestern's Admitted Student Survey in the years 1995 through 1998 indicated they considered rankings in national magazines as "extremely important" in their college choice decision. This factor ranked 23rd among 41 factors influencing college choice.

U.S. News & World Report Rankings: Best National Universities

Institution	2003	2002	2001	2000	1999	1998	1997	1996
Princeton University	1	1	1	4	1	1	2	2
Harvard University	2	2	2	2	1	1	3	1
Yale University	2	2	2	4	1	3	1	2
California Inst. of Technology	4	4	4	1	9	9	9	7
Massachusetts Inst. of Technology	4	5	5	3	4	6	5	5
Stanford University	4	5	6	6	4	5	6	4
University of Pennsylvania	4	5	6	7	6	7	13	11
Duke University	4	8	8	7	6	3	4	6
Dartmouth College	9	9	9	11	10	7	7	7
Columbia University	10	9	10	10	10	9	11	15
Northwestern University	10	12	13	14	10	9	9	13
University of Chicago	12	9	10	13	14	14	12	11
Washington University	12	14	15	17	16	17	17	20
Cornell University	14	14	10	11	6	14	14	13
Rice University	15	12	13	14	18	17	16	16
Johns Hopkins University	15	16	15	7	14	14	15	10
Brown University	17	16	15	14	10	9	8	9
Emory University	18	18	18	18	16	9	19	17
University of Notre Dame	18	19	19	19	18	19	17	18
University of California-Berkeley	20	20	20	20	22	23	27	26
Vanderbilt University	21	21	22	20	20	19	20	22
Carnegie Mellon University	21	23	23	23	25	23	28	23
University of Virginia	23	21	20	22	22	21	21	19
Georgetown University	24	23	23	23	20	21	23	21
University of Michigan-Ann Arbor	25	25	25	25	25	23	24	24
University of California-Los Angeles	25	26	25	25	25	28	31	28
Wake Forest University	25	26	28	28			25	
U. of North Carolina-Chapel Hill	28	28	25	27	24	27	25	27
Tufts University	28	28	29	29	25	23	22	25

Source: *US News & World Report*

MAIN REPORT



Invest in Faculty

Overview

New endowment funds of \$281.4 million for faculty positions and/or program support, raised through *Campaign Northwestern*, have anchored the University's efforts to grow its faculty and strengthen key disciplines. Included in that number are:

- A naming gift for the College of Arts & Sciences, now the Judd A. and Marjorie G. Weinberg College of Arts & Sciences
- A naming gift for the Medical School, now the Feinberg School of Medicine
- Funding for 32 endowed chairs, designated for various schools by the donors

To date, 23 new faculty lines have been added in the Weinberg College of Arts & Sciences in such priority areas as economics, sociology, political science, international relations, African American studies, comparative literature, and biological sciences, as well as five in computer science and one in biomedical engineering at the McCormick School of Engineering & Applied Science. The Medical School has enlarged its roster of research faculty thus far by 59, creating pressure on the construction timetable for finished space in new facilities, which will eventually accommodate more than 100 new researchers. This makes Northwestern one of the few private universities expanding its faculty so significantly.

The quality of faculty hires is critical to the repositioning of the University, and recent feedback from external Program Review evaluators is that new appointees have been among the best in the nation, especially at the junior levels. Northwestern's representation in four major academic honorific societies – the National Academy of Sciences, the National Academy of Engineering, Institute of Medicine, and the American Academy of Arts & Sciences -- has grown by 20 in the last five years. We were especially pleased in 2002 to have a Northwestern faculty member named one of 20 Howard Hughes Professors (out of a field of 150 nominees nationally) and to see Northwestern rank 4th nationally in the number of new members elected to the National Academy of Sciences and 9th in newly elected members of the American Academy of Arts & Sciences. We still, however, have a long way to go in overall numbers in these societies.

Support for new pathways for interdisciplinary research and teaching has resulted in several robust new Centers and Institutes in areas such as genomics, proteomics, bioengineering, and nanofabrication, as well as complementary curricular innovations. Considerable effort has been given to improving faculty start-up packages in the non-sciences as well as the sciences, and to improving attention to the needs of continuing faculty in order to foster retention. In the last couple of years, our position in the overall balance of trade in recruitment and retention within an increasingly competitive academic environment has shifted to positive. We are committed to continue improving the effectiveness of our search and hiring procedures, giving special attention to speeding up evaluations and decisions.

Additional highlights and details on investing in faculty are recapped below:

<p>1997 <i>Highest Order of Excellence</i> Goals and Strategies</p> <p>Add new faculty lines that strengthen key disciplines and support initiatives for enhanced student learning.</p> <ul style="list-style-type: none"> - Add approximately 50 positions, not including additions planned for the Medical School - Raise new endowment and deploy new tuition revenues for this purpose 	<p><u>Accomplishments to date</u></p> <p><i>Incremental faculty positions:</i></p> <ul style="list-style-type: none"> ▪ The University, exclusive of the Medical School, has established new budget lines for adding permanent full-time faculty, in the following areas: <ul style="list-style-type: none"> ○ Humanities - 7 ○ Social Sciences – 11 ○ Physical and Life Sciences – 10 ▪ The Medical School has already added 59 research positions and with the new facilities will add 10 more per year up to capacity of 108, allowing it to substantially reposition itself. <p><i>Additional \$104.8M raised in endowed support designated by donors for 34 faculty chairs (a few of which will result in new faculty slots). The following indicates which units have acquired these chairs:</i></p> <ul style="list-style-type: none"> ▪ Arts & Sciences - 6 ▪ Engineering – 3 ▪ Law – 4 ▪ Management – 7 	<p><u>Resources Used</u></p> <p>New undergraduate tuition revenues, the new Weinberg naming endowment</p> <p>New Feinberg naming endowment, internal financial restructuring, partner hospital support, growth in external grant funding</p> <p>Gifts</p>
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Recruit both highly visible faculty leaders in their fields and young candidates with extraordinary potential

- Develop cross-unit faculty search and hiring committees
- Emphasize joint appointments that build interschool links
- Creatively use newly endowed chairs to foster links
- Encourage the recruitment of faculty groups – scholars who have formed, or will form, cohesive and productive research teams.

- Medicine – 9
- Communication - 2
- Interdisciplinary:
 - Music/Communication – 1
 - Education/Management - 1
- Unrestricted - 1

Additional \$177.2M raised in endowed support designated by donors for programs within schools, providing additional resources for faculty use.

- Among the notable initiatives is one from the Searle family to create a special Searle fund to support research in the social sciences and professional schools on key policy issues.

Leadership/Interdisciplinary Senior Appointments:

- Sam Stupp, BOT Professor of Materials Science, Chemistry, and Medicine
- Charles Taylor, BOT Professor of Philosophy and Law
- Gordon Wood, BOT Professor of History and Law (start FY 2004)
- Sam Weber, Avalon Professor in the Humanities
- Yuri Manin, BOT Professor of Mathematics
- Olke Uhlenbeck, BOT Professor of BMBCB and Chemistry

Additional Cross-School Appointments:

- Kristian J. Hammond, professor, Computer Science
- Ann Weinstone, assistant professor, Comparative Literature & Radio/RV/Film
- Debiao Li, associate professor, Biomedical Engineering and Radiology

Gifts

Strongly encourage innovation and risk-taking in research

- Develop funding opportunities for adventurous, cutting-edge pilot projects
- Create multiple internal grants for small projects
- Invest in staff and infrastructure to enable excellent research
- Revisit policies on leaves for research and creative work; consider University standards where appropriate

- Uri Wilensky, associate professor, Learning Sciences and Computer Science
- Timothy Carroll, assistant professor, Biomedical Engineering and Radiology
- Eric Perrault, assistant professor, Biomedical Engineering and Physical Medicine & Rehabilitation

Interdisciplinary design in new endowed chairs:

- Olin Professorship in Learning Organizations (joint appointment in Education and Management)
- Donald G. Robertson Directorship in Music Theatre (joint appointment in Music and Communication)

Deans' Cross-school Initiatives Program

New academic initiatives that cross school boundaries were piloted as a result of a program to award \$2.25 million in special funding over three years on a competitive basis. This program concluded in 2002, and piloted programs were expected to obtain other sources of funding for long-term continuation. Initiatives that have successfully established long-term presence are detailed later in this section.

The volume of sponsored research increased 77.2% between 1997 and 2002, from \$183.2M to \$324.5M.

New research institutes have been created to support new cutting-edge research:

- Center for Functional Genomics, established 2001 to unify efforts at Northwestern focused on understanding gene function. The Center attracted \$36 million in awards from the National Institute of Mental Health in its first year.

Gifts

Jointly funded by
Provost and deans

New external
research awards and
reallocation of existing
funds

- Institute for Bioengineering and Nano-Science and Advanced Medicine, established 2002, a partnership of the Weinberg College of Arts & Sciences, the McCormick School of Engineering and Applied Science, and the Feinberg School of Medicine, bringing together faculty for innovative research projects at the interface of nanoscience, engineering and medicine. Its largest current award is \$4.1 million from the Army Research Office.
- Institute for Nanotechnology, established 2001 and anchored by an \$11.1 million grant from the NSF, is the umbrella organization for Northwestern's multimillion-dollar research efforts in the science and technology of controlling the structure of matter at the molecular level. As part of this effort, a new \$34 million, 40,000-square-foot, Center for Nanofabrication and Molecular Self-Assembly will house state-of-the-art characterization facilities, and will nucleate individual and group efforts aimed at addressing and solving key problems in the field.
- Poverty Center, a major initiative with the Institute for Policy Research to involve a wide range of social scientists in addressing poverty issues.
- Institute for the Study of Islamic Thought in Africa, established in 2001 with a core collection of 3,000 rare manuscripts discovered on a 1999 research trip to Timbuktu and a \$1 million grant from the Ford Foundation. Through research, scholar exchange programs, publications, conferences and the cataloging and identification of Arabic sources, the Institute, the first of its kind, will demonstrate the strong and lengthy intellectual tradition of Africa.

New external research awards and reallocation of existing funds

New external research awards

Major external grants

Restructuring of existing resources, new external research awards

Additional enhancements and new centers advance interdisciplinary linkages among ongoing activities:

- Crown Family Center for Jewish Studies created as a Center in 2000 to support new faculty recruitments and spur course development in this area, as well as sponsor lectures and prizes. Students can minor in Jewish Studies with courses in historical, literary, linguistic, religious and philosophical topics.
- Center for the Study of Law, Culture, and Social Thought, established 2000 as a multi-disciplinary forum and information clearing-house
- Center for International and Comparative Studies, moved into WCAS with enhanced budget
- Center for the Study of Industrial Organization, established in 1999 by the department of economics to support research and enhance intellectual life for Northwestern scholars focused on research in economics and management
- Center for Developmental and International Economics, a joint venture of the WCAS department of economics and the Kellogg School of Management
- Center for Legal Studies, created by the Law School, WCAS, and The Graduate School, supporting an undergraduate adjunct major in legal studies, a program in law & social science, and an integrated JD/PhD program

Administrative operations were reorganized to enhance attention to technology transfer at Northwestern. The executive director now reports to the University President and is assisted by a Board of Trustees Committee on Business Development and Technology Transfer. Greater

Presidential funds, restructuring of existing resources, new external research awards, and gifts

Strengthened administrative procedures with existing resources

efforts are underway to reach out to faculty and the private sector to enhance this function.

Several initiatives were undertaken to strengthen Northwestern's research infrastructure:

- The Office for the Protection of Research Subjects was enhanced and expanded. Staff increased from 3 to 7; two new institutional review boards were added, bringing the total to 4.
- An Office of Clinical Research and Training, with a staff of about 30, was established to help support Principal Investigators by managing clinical research protocols. The office has developed a certification program for nurses.
- An administrative center for shared facilities – the NU Atomic and Nanoscale Characterization Experimental User Facility (NUANCE) -- was established to address coordination and effective management of facilities necessary to several centers that focus on materials and nanoscience.
- A revised and updated Patent and Invention Policy was published in January 1999.
- A revised and updated Faculty Conflict of Interest Policy was revised and updated in September 2001.
- Policy on Release from Teaching for tenure-track faculty formalized, effective September 2001.

Additional \$51.7M in endowment raised designated by donors for research funds.

A special ***Research Conference Travel Fund*** was created in 2000, shared by the Dean of the Graduate School and the VP for Research, to support travel by faculty and

Restructuring of existing internal resources

Restructuring of existing internal resources

Restructuring of existing resources; new external research awards

New administrative processes with existing resources

Gifts

Restructuring of existing resources

Foster interaction among current faculty

- Support exciting intellectual experiments in teaching, artistic performance, and research
- Promote team teaching across academic boundaries
- Sponsor quarterly meeting of faculty in large domains of teaching and research, based on the model of the Searle Life Sciences faculty dinners

graduate students to present research at professional meetings and conferences. One hundred fifty-nine individuals were given grant awards in the first two years of the program; the awards typically supported disciplines with little discretionary funding of their own.

New cross-school academic majors and minors (with participating departments):

- Art & Technology (art theory & practice, radio-TV-film, computer science, music)
- Transportation and Logistics (economics, Transportation Center, civil engineering)
- Sound Design (physics, music, radio-TV-film, computer science)
- Legal Studies (sociology, political science, philosophy, law)
- Emotion and Cognition (psychology, learning sciences)
- Honors Program in Engineering and Law

Other new cross-unit programs (with participants):

- Science and Engineering Research Teaching Synthesis (SERTS): an initiative representing 7 departments across 3 schools (McCormick, Feinberg, WCAS) and 4 research centers (Center for Reproductive Science, Center for Sleep and Circadian Biology, the Transportation Center, and the Searle Center for Teaching Excellence) with a goal to develop, for non-science and non-engineering majors, introductory coursework in multidisciplinary areas
- Faculty Research initiative in computational biology across multiple schools and departments

Seeded with new undergraduate tuition revenues; sustained by reallocation of existing resources or new gift or grant funds

New undergraduate tuition revenues; reallocation of existing resources

Enhance recognition and retention of our best faculty

- Proactively identify key faculty to retain, on a school-by-school basis
- Recognize and encourage exceptional achievement in teaching, service, research, and creative work
- Address issues of University culture and environment
- Improve human resource, financial management, and administrative policies to enable the faculty and staff

New interdisciplinary curricula and degrees:

In WCAS

- Asian American Studies
- Human Biology (at the interface of biological sciences and anthropology)
- Critical Theory

In McCormick

- Manufacturing Engineering

New structures established to support ongoing faculty interactions:

- Domain Dinners: Funding sufficient to enable each of eight interdisciplinary “domains” to hold quarterly dinners was made available, starting in fall of 1998. The concept has evolved to include events built around specific topics beyond the original eight domains
- Faculty First Thursday: a monthly cocktail reception established in November 2001 to help facilitate casual faculty interaction across schools and departments and promote broad knowledge of the campus community.

New resources and administrative processes dedicated to faculty retention. Northwestern’s central administration, working with school deans, has significantly improved its ability to identify exceptional junior scholars and meet conditions necessary for them to continue their work at Northwestern, as the competition for stellar faculty has increased nationwide. Increased support was provided to WCAS in particular, following an examination of comparative data across all units on campus.

Provost's discretionary funds

Additional administrative effort with funding from existing discretionary resources

New undergraduate tuition revenues; new administrative processes with existing resources

- to be fully engaged in their work.
- Strengthen efforts to support women and minorities

New sources of faculty recognition:

- Thirty-four additional endowed chairs established through gifts to Campaign Northwestern
- New awards established for faculty achievement in teaching, service, research, and creative work, including the Frey Prize to faculty overseeing a senior capstone project in engineering design, and the WCAS Faculty Award for Distinguished Leadership in Undergraduate Education and Community

Systematic efforts to nominate faculty for national and international recognition has increased Northwestern faculty representation in major honorific societies:

- American Academy of Arts & Sciences: from 32 members as of 1997 to 45 in 2002
- National Academy of Science: from 8 members to 12
- National Academy of Engineering: from 16 members to 19
- Institute of Medicine: 5 members in 2002; no change since 1997

Minority faculty recruitment efforts enhanced by a \$1M fund dedicated for that purpose by the Provost's Office.

In the first full recruiting season following that allocation, gains were made in tenure-track positions in all minority groups:

- African American faculty increased by 5
- Hispanic faculty increased by 3
- Asian American faculty increased by 6
- Women faculty increased by 23

Gifts

Additional administrative effort with existing resources

Provost's existing discretionary funds

Options for childcare expanded for FY2002-2003 for all faculty, staff, and students

- Designation of the McGaw YMCA Child Care Center in Evanston as the preferred childcare provider for the University, including:
 - Guaranteed places
 - Funds for financial aid for Northwestern families
 - Funding for enhancements to the programs offered at the YMCA
 - Shuttle bus service between the Evanston campus and the YMCA
- Expansion of the University's matching contributions to the dependent care Flexible Savings Account (FSA)
- Addition of a new full-time of coordinator of child and family resources
- Collaboration with the Childcare Network of Evanston to develop a lower-cost childcare program.
- Commitment to establish a childcare facility on Chicago campus in FY05.

Three-year program to move staff compensation closer to competitive market was implemented beginning Fiscal Year 2000. Turnover rates have fallen from 21.2% to 18.6% in the last 4 years.

Restructuring of existing resources

Restructuring existing resources

Intensify Undergraduate Learning

Overview

Revenues from the special undergraduate tuition increase that began taking effect with the freshman class of 1998 were put to work immediately to enhance academic and career advising and expand opportunities to conduct original research, serve internships, study abroad, and develop mentoring relationships, as well as adding and improving residence halls and growing institutional capacities for cross-school course availability and student participation in University governance.

The return on those investments so far? In addition to positive anecdotal feedback, we can look at results from the national COFHE survey of graduating seniors. Comparing Northwestern classes of 1998 and 2002, we see significant percentage point gains in students either “generally satisfied” or “very satisfied” with:

- Opportunities to participate in original research (+ 4 points, to 75%)
- Opportunities for internships, study off-campus, or abroad (+ 13 points, to 77%)
- Academic advising before declaring a major (+ 11 points, to 37%)
- Academic advising in your major (+ 8 points, to 60%)
- Climate for minorities on campus (+ 20 points, to 70%)
- Ethnic/racial diversity of campus (+ 14 points, to 67%)
- Extracurricular speakers, cultural offerings, and events (+ 6 points, to 88%)

Comparing the same pair of surveys, however, the results on broader questions of *overall* satisfaction show that there is some further analysis and work to be done.

- Overall satisfaction with undergraduate education (down 7 points, to 78%)
- Encourage high school senior to attend same college (down 6 points, to 69%)
- Overall quality of instruction (down 2 points, to 88%)
- Sense of community on campus (down 4 points, to 45%)

Improving the “sense of community” and understanding the relationship between that sense and “overall satisfaction” continues to be studied in new ways, with new programs being developed to address the needs that emerge.

We have been especially gratified to see how well Northwestern undergraduates have done in recent competition for national and international fellowships, with recruiting and coaching from a new Office of Fellowships.

Opinions from undergraduates polled on campus by the Princeton Review for its annual guidebook *The Best 345 Colleges* resulted in a #1 national ranking in academics for Northwestern in 2002. The guidebook lists the top 20 ranking colleges in categories from financial aid to campus amenities and has four-star ratings for categories at each school. Northwestern garnered four stars for academics and for admissions, three stars for quality of campus life and two stars for financial aid. Although the Review's survey methodology is flawed, we regard the results as helpful since the Review is widely read.

In the 2003 ranking of undergraduate colleges by *U.S. News & World Report*, where ties among the top ten institutions reduce the actual number of distinct places to five, Northwestern placed 10th in a tie with Columbia. The University had tied for 9th in 1998 (again, with Columbia), then dropped to 14th in 2000, primarily due to an increased emphasis on financial resources in determining rankings.

Selectivity and yield on entering freshman classes in WCAS continues to improve in the face of stiffening competition from peer institutions, many of whom have begun to set aside need-blind admissions policies or need-based financial aid in order to attract top candidates with extraordinary scholarship offers. In the first full recruiting season since new positions were established to support outreach and services for underrepresented minority freshman candidates, the yield of African Americans rose almost seven percentage points, Hispanics/Latinos by almost six points.

We believe the strengthening of the University identity has resulted in an excellent set of recommendations for building recognition of the Northwestern "brand" through emphasizing four "Cs": choice, collaboration, community and Chicago. We also look forward to leveraging the Admissions Office's new Web capabilities and more hospitable physical space.

More specific information on many of accomplishments in undergraduate programs follows:

*Highest Order of Excellence
Goals and Strategies*

Foster intellectual ownership and passion among our students

- Facilitate the ability for students to customize their education with a minimum of bureaucracy
- Consider selective changes in focus from departmentally based programs toward more broadly based majors; take advantage of unique strengths to create inventive pathways in the curriculum
- Increase opportunities for intensive, small group learning more comprehensively across the curriculum

Accomplishments

Programs established for students to initiate their own classes in WCAS and in the School of Communication.

Freshman seminars, providing early opportunities for experimentation, expanded and enhanced.

- Seminars linked to intensified writing and advising. Seminar instructor also serves as freshman advisor.
- In a typical quarter, more than 70 courses in 25 disciplines are available
- Experimentation encouraged; discussion emphasized
- Enrollment in each limited to 16
- Pilot program developed by NUIT and WCAS created over 70 special web sites using the Course Management System, allowing freshman to preview seminars before arriving on campus and bringing these students together in an online “Community”

Brochure on ad-hoc majors created to promote existing flexibility and encourage undergraduates to be imaginative.

New *University Academic Advising Center* for undergraduates opened in fall of 1999 to extend advising options beyond tradition school- or departmental-based advising. It addresses preparation for health careers and preparation for medical school, counsel about transferring between Northwestern’s undergraduate schools, and serves as a general information clearing house about other student assistance resources within the University.

Resources Used

New undergraduate tuition revenues

New undergraduate tuition revenues; restructuring of existing resources

Existing discretionary resources

New undergraduate tuition resources

Encourage undergraduate work in close collaboration with faculty and graduate/professional students

- Increase the opportunities for undergraduates to actively participate in research
- Encourage senior theses, junior tutorials, and other intensive academic experiences
- Foster greater participation of professional school faculty, and graduate and professional school students, in these experiences.

Institutionally-funded Undergraduate Research Grants Program expanded and flourishing. Academic year grants support independent study, with the commitment to write a thesis, under faculty supervision, for credit. Summer grants are for scholarly and/or creative work independent of the regular curriculum, under faculty supervision.

- University-wide competitive program now awards \$195,000 annually, having grown from \$15,000 in 1990. In FY2002, 64 well-conceived projects (of 91 submissions) were funded.
- Weinberg College has devoted approximately \$100,000 of its alumni unrestricted gifts to undergraduate research grants.

Double-digit growth of sponsored research has expanded opportunities for undergraduates. Especially in the sciences, which were a focus of the *Highest Order of Excellence* plan, faculty have increasingly opened their labs to undergraduates. Improved Web technologies enable students to easily search for these opportunities.

Expanded offerings by professional school faculty:

- Twenty-one courses taught in WCAS by faculty of the School of Law, including, for example:
 - Introduction to Law and Philosophy
 - The Narrative Structure of the American Trial
 - American Legal and Constitutional History
- Kellogg MBA classes adapted for undergraduates in the Mathematical Methods in the Social Sciences program, for example
 - Financial Markets and Investments
 - Strategy and Organizations

New undergraduate tuition revenues

Gifts

New external research awards; new undergraduate tuition revenues for Web technologies investments

New undergraduate tuition revenues; restructuring of existing resources

Develop “signature” courses and programs

- Initiate exciting lecture courses that cross departmental and school lines, using our premier faculty teachers
- Coordinate lectures with small group discussions
- Utilize team teaching
- Make these courses introductory in nature, with few prerequisites
- Allow these courses to form the backbone of the freshman/sophomore academic experience, replacing at least some distribution requirements

Create focused curricular packages in areas of competency uniquely strong at Northwestern; one example would be “communication”

- Teach students how to write and speak in a compelling and logical fashion
- Help students become critical thinkers, able to assess the written and spoken word
- Provide students with the skills needed to become vital, thoughtfully outspoken members of their communities
- Emphasize the importance of intellectual risk-taking, which is so vital to an individual's own career development and the advancement of the broader community

- Courses in music, theatre, journalism, and health sciences have also been added for non-majors.

Students surveyed to identify the best “signature” courses at NU. Sub-committee recommendations for next steps delivered to Provost. Project suspended for lack of broad faculty endorsement of concept.

The Engineering curriculum was revamped to combine innovations in integrating course content with innovations in teaching. The new “Engineering First” curriculum innovations integrate theory with immediate application to analysis and design on a real project and place emphasis on teamwork and communication skills.

Undergraduate Leadership Program expanded to accommodate all undergraduates who desire to earn the special certification.

All-Campus Debate Program established.

Teams included undergraduates, graduate students, and faculty. Additional features include audience participation and post-debate discussions in residence halls with trained facilitators.

Restructuring of curriculum using existing resources

Gifts

New undergraduate tuition resources

Expand flexible learning opportunities beyond the classroom and campus

- Enhance academic and career advising services
- Support improvements in living facilities to stimulate cocurricular learning and interaction like that in the residential colleges
- Enhance opportunities for student participation in organizations and learning activities on campus; e.g., special lectures and/or /performances, literary journals, other creative works, and service organizations
- Enhance internship opportunities, especially in the Chicago area
- Expand and enhance the study abroad program

- October 2000, “Resolved: the Internet is Hazardous to Your Health”
- February 2001, “Resolved: Al Gore Should be President of the United States
- November 2001, “Resolved: War on Terrorism Threatens to Create Orwellian State”
- Fall 2002, “Resolved: That the U.S. Should Use Force to Oust Saddam Hussein”

Academic and career advising enhanced in WCAS and School of Speech through implementation of dual-advisor models. Also supported by expansion of faculty.

- WCAS model provides each student with a professional advisor from sophomore year through graduation, in addition to a faculty member in the major discipline.
- School of Communication model provides a professional advisor in each major area of study, in addition to the faculty member in the student’s specialization.

Improved Office of Career Services.

- Internship opportunities expanded from 800 in 1995 to more than 4,300 in 2002 through consortium that includes Rice, Columbia, Harvard, University of Southern California, and Stanford.
- Staff and services expanded to encompass full range of undergraduate, graduate, and alumni opportunities and connections
- Community Action search engine launched in 2002.

Improvements in living facilities, including enhancements to cocurricular learning and interaction:

New undergraduate tuition revenues; restructuring of existing staff and resources

New undergraduate tuition revenues

Gifts together with new undergraduate tuition revenues

- Unique features in two newest residence halls (Kemper Hall & Slivka Hall) enhance interactions:
 - Rooms arranged in suites, with shared lounge and kitchenette areas
 - A Cybercafe in Slivka Hall, with Ethernet connections and coffeehouse atmosphere; this has become a campus gathering center.
 - Dedicated recreation or “discovery” rooms
 - Access to television programming (“NUTV”) via University network on desktop computers in individual student rooms
 - Wireless access in selected public areas
- \$21M in renovations to existing facilities

Study Abroad opportunities expanded and enhanced:

- Participation increased from 251 participants in class of 1998 to 365 participants in class of 2002.
- New Study Abroad programs developed in medicine, law, and economics to address needs of pre-professional and professional students in those fields.

Opportunities for undergraduate participation in administrative decision-making expanded and promoted on Web pages of the President. School deans have increased students’ engagement in the governance and scholarly social interactions of their schools and departments. Other notable new avenues of participation include representation in the University budgeting process by an Associated Student Government “Undergraduate Priorities Committee,” a new disabilities committee, and a new campus space planning committee. The Division of Student Affairs has also expanded student involvement in

New undergraduate
tuition revenues

Restructuring of
administrative
processes

Maintain our commitment to access and diversity

- Further endow financial aid in order to maintain need-blind admission of freshmen

its policy making and programming processes. Evaluation is now integrated into Program Review.

Campaign gifts increased endowment support for undergraduate financial aid by \$60.7 million. The University remains committed to a combined policy of need-blind admissions and need-based financial aid.

New student service positions were added specifically for African-American, Hispanic/Latino, Asian-American students, and students with learning disabilities.

Yield on offers of admission improved, while maintaining traditionally high selectivity.

- Of applicants admitted, the percentage who enrolled rose steadily from 1998 through 2002, from 35.1% to 40.8%.
- New highs in African American and Hispanic enrollees; keeping African American representation in the student body about the same, at 5%, within a larger overall class, Hispanic representation rose from 4.5% to 5.8%.

New Multicultural Center established in Fall 1999. The office houses three outreach staff, office space for more than a dozen minority student organizations, and conference areas that serve close to 500 members of 38 cultural and religious student groups.

Investment in marketing research yielded new strategies for student recruiting. ***New positions in Admissions created*** to implement recommendations.

Gifts

New undergraduate tuition revenues

Reallocation of existing space; renovations with new undergraduate tuition revenues

Existing discretionary resources

Recognize and encourage outstanding student achievement

- Fund student projects and experiences through a competitive awards program
- Celebrate student successes.

Office of Fellowships established in April 1998 to encourage and advise students in competing for prestigious external competitions. Among the many external awards since 1999 are the following:

- 8 Marshall Scholars
- 1 Churchill Scholar
- 1 Mellon Scholar
- 4 Goldwater Scholars
- 2 Javits Scholars
- 3 Truman Scholars
- 23 Fulbright Fellowships
- 27 NSF Graduate Research Fellowships

More than \$290,000 in funding is now available annually for competitive awards.

- University Undergraduate Research Grants Program
- Weinberg College alumni gift funds

Weinberg College has asked all its departments and programs to formally recognize their outstanding students, providing dean's discretionary funds to establish prize funds if no other source exists. Currently, there are 59 major ongoing awards.

New undergraduate tuition revenues

Redesign Graduate Education and Strengthen Professional Education

Overview

Major new initiatives have been put in place to establish tougher admissions requirements, expand funding for graduate education, establish new standards for matriculation and articulate clearer expectations for career placement. Much progress has been made. We have drawn the map and begun the process, but we need now to institutionalize new practices.

Perhaps the most striking change resulting from the *Highest Order* implementation in graduate education was the announcement of a precedent-setting, University-wide policy to guarantee four years of year-round support to all new Ph.D. students. It was something of a leap of faith, resting on the University's ultimate ability to fund the new policy through an effective combination of negotiations and additional decisions about admissions standards, program sizes and configurations, internal resource allocation, increased external funding, and rational growth of the research enterprise. University leaders felt it imperative, however, to better support graduate students in the non-sciences where less external funding is available, to enable continuous study rather than assume summer interruptions, and to facilitate higher performance and smoother progress for both native and foreign-born scholars. Presidential funds and other gifts have been committed to creating new endowments for graduate support.

The Kellogg School of Management moved decisively in the direction of a global emphasis in all its programs, in the process also modifying its degree designation from the unusual M.M to the more widely accepted M.B.A.. In 2002, in addition to regaining the #1 spot in *Business Week's* annual ranking of U.S. management schools, it also stood atop a new worldwide ranking by *The Economist Intelligence Unit*.

The School of Law also took decisive action, recognizing challenges to legal education stemming from the accelerating pace of change in business, government, society, international relations, and their impact on the profession. New admission strategies emphasized interpersonal skills, work experience and geographic diversity. New faculty members were recruited to build links with other Northwestern schools and collaborate on curriculum innovations. Formal metrics were established and tracked, and there has been strong improvement in all objective

measures. The school, whose *U.S. News & World Report* ranking rose from 13th to 11th in 2002 on the strength of those objective measures, is poised to advance in reputation against the nation's long-standing top half-dozen schools.

The Feinberg School of Medicine has set a bold course to become a dynamic new kind of organization in collaboration with affiliate hospitals and thus join the ranks of the nation's leading academic medical centers. The plan emphasizes growth in the school's research enterprise, building on dramatic advances in biomedical research. The faculty has collaborated to identify key interdisciplinary themes that both build on existing strengths and capitalize on funding opportunities in leading-edge research. Ten key departmental leadership recruitments have been made, and the school is engaged in an unprecedented level of facilities construction and renovation to accommodate more than 100 new researchers.

The closing of the Dental School was another dramatic change – a difficult decision which weighed a worthy tradition of professional leadership and community service against the emerging economic and strategic realities of professional dental education in the 21st century. Confronting the issues in a disciplined way, however, allowed the University to manage the phasing out process smoothly, keeping a commitment to graduate all enrolled students.

Following are additional details on graduate and professional programs' achievements:

<i>Highest Order of Excellence Goals and Strategies</i>	<u>Accomplishments</u>	<u>Resources Used</u>
<p>Support and encourage fundamental changes in Ph.D. programs</p> <ul style="list-style-type: none"> - Support innovative programs and initiatives that are at the cutting edge of disciplines - Develop interdisciplinary, consolidated, and/or reconfigured programs in place of some existing programs - Eliminate weak programs - Establish structured links between undergraduate, professional, and graduate students 	<p><i>New, consolidated, and/or reconfigured doctoral programs:</i></p> <ul style="list-style-type: none"> ▪ Religion and History ▪ Interdepartmental Biological Sciences ▪ J.D./Ph.D. in Social Sciences ▪ Theoretical and Applied Mechanics ▪ Theatre (performance) and Drama (humanities) ▪ Media, Technology, and Society (joint – Communication, Journalism & WCAS) <p><i>Data collection on graduate program size, student retention, time to degree, and placement systematized centrally.</i></p>	<p>Additional administrative effort and restructuring of existing resources</p>

Encourage vigorous recruitment of top students

- Provide more competitive, multiyear support based on University and external funding as well as new endowments
- Continue Northwestern's leadership position in initiatives fostering student diversity
- Elevate efforts by the Graduate School to mentor graduate students and improve their experiences at Northwestern beyond those in the classroom and research environments

Continue to build on the excellence already attained in one of the best professional-student environments in the country

Comprehensive self-evaluation mandated in 2000-2001 for all graduate programs. New standing *Committee on Graduate Programs and Curricular Review* established to maintain oversight, reporting to Graduate School central administration

Precedent-setting financial aid policy set; guarantee of year-round support for four years.

Additional \$24.4M in endowment designated by donors or President for graduate fellowships in the arts & sciences. Additional \$37.8M in endowment raised for aid in graduate professional schools .

Centrally-guided admissions and recruitment policies and practices implemented. New features include:

- Fully electronic application process, used by 80% of applicants in 2001-2002
- New identity/recruiting communications
- On-campus recruitment weekends held to encourage admitted candidates to enroll
- Minority recruitment and support strengthened, especially in the life sciences
- International Summer Institute established to immerse foreign graduate students in oral communication and teaching skills and acculturation to NU, Evanston, and Chicago

The Kellogg School of Management implemented a strategic plan to build strengths in internationalization, technology, and entrepreneurship. Specific accomplishments include:

Restructuring of existing resources; new fellowship gifts; new external research awards

Gifts

Restructuring of existing resources

Additional administrative effort with existing resources

- Enhance teaching links among University schools with strong cross-school programs/courses
- Enhance teaching and research links beyond the University, in the Chicago area and globally
- Support interschool faculty links through courtesy and joint appointments
- Maintain commitment to access and diversity

- In October 2002 , Kellogg returned to *Business Week's* #1 in the nation after a decade of placing between 2 and 5. *The Economist Intelligence Unit*, in a new ranking, named it #1 in the world.
- Representation of international students increased from 25% to the school's goal of 33%.
- More than 2/3 of Kellogg students now participate in a 12-week program which includes fieldwork abroad.
- In 2000 Kellogg became the 1st management school in the nation to launch an E-commerce major
- Since 1998, the school has required each student be equipped with a laptop computer. It is now among the campus leaders in implementing wireless technologies.

The School of Law's implementation of its strategic plan between 1997 and 2002 has yielded important gains:

- Student quality
 - Median LSAT rose from 12th highest to 6th highest in the country; median GPA from 12th to 8th
 - Enrollees with work experience rose from 55% to 86%
 - First law school with admissions interview program
 - All classes after 1996 have majority of students from outside the Midwest; among nation's 3 most national law school entering classes

Additional administrative effort and restructuring of existing resources

- Faculty quality
 - Ten new tenured and tenure-track research faculty hired
 - Two Board-of-Trustee-level joint hires with WCAS
 - Enhanced senior lecturer, visiting faculty (including international), adjunct, and clinical (non-research) programs
 - Joint appointments created with Kellogg, WCAS, Institute for Policy Research, among other areas of the University

The Medical School's implementation of a strategic plan is underway. Among the gains realized between 1997 and 2002 were:

- Ten key departmental leadership recruitments
- Smooth transition to a restructured financial model, in which the School keeps the revenues it generates, pays the University for the services it receives, and makes a specific contribution to the University's strategic capital pool.
- Growth in research awards from \$98.6M to \$156.9M
- \$448M in overall campaign gifts were raised, exceeding the goal of \$400M but still short of specific goals in infrastructure and student financial aid.
- Classes admitted in 2000 through 2002 had the best credentials of any in the School's history.
- Improvement in the School's U.S. News & World Report ranking, from 25th in 1997 to a tie for 20th in 2001. The most recent ranking was 22nd.

Restructuring of financial relationship between unit and University central administration; additional administrative effort

- Two new Board-level committees have been added to address key issues in the Medical School and the University; the Medical Affairs Committee and the Joint (university & hospital) Board

The phasing out of the Dental School, which began in 1997 and reached final closure in 2002, was accomplished smoothly. All students enrolled when the closure was announced were graduated successfully.

Additional administrative effort and restructuring of existing resources

Build the Infrastructure for Teaching, Learning, and Research in the 21st Century

Overview

All told, more than \$548 million has been invested in new facilities and in new instructional and administrative technologies in the five years since the *Highest Order of Excellence* declared a priority for infrastructure. Gifts to Campaign Northwestern provided about \$316 million, an extraordinarily high proportion of “bricks and mortar” dollars in Northwestern’s campaign totals compared to any other university. Special government allocations of \$109 million have been sought from state and federal sources in support of new facilities such as the Robert H. Lurie Medical Research Center, the Center for Nanofabrication and Molecular Self-Assembly, and the Gladys & Arthur Pancoe/Evanston Northwestern Healthcare Life Sciences Pavilion; support is also being sought for a proposed Proteomics/Nanobiotechnology Building. To date, we have received \$35 million from the State of Illinois and \$21.3 million from the federal government.

Much of the construction has now been completed or is well underway. We are delighted with the effect these new facilities have had on attracting students, faculty and research awards, and we are adapting to the nearly \$7 million in additional annual operating and maintenance costs that they have added to the University’s central budget, and \$4.5 million in annual expense at the Medical School. The University is committed to building additional recurring funds to support renewal and replacement for all facilities.

Six years ago, Northwestern was among the major U.S. universities contributing technical expertise and presidential leadership for the Internet2 project, to help develop the next generation Internet and new advanced applications to serve the nation and higher education. We now have one of the most advanced campus networks in the world and have become a major player in regional, national and international networking, advanced network-based media, and instructional applications. We partner in I-WIRE, an Illinois state funded advanced research network, which is part of the TeraGrid – a national research facility funded by the National Science Foundation and operated by Illinois and California, designed to perform over 11 trillion mathematical operations per second. We also host STAR TAP and StarLight, the present and next-generation NSF-supported transit points for advanced U.S., Europe, Asia Pacific and South American education and research networks. We now use IP-based live video and video archiving in support of instruction on campus and for support of conferences around the world.

New instructional technologies have been deployed at Northwestern with extraordinary success, as they have been integrated into, and subject to the rigor of, existing quality in academic programs. More than 870 members of Northwestern's faculty members use an on-line course management system to supplement classroom time with additional self-paced materials, discussion opportunities, and electronic access to the instructor, free from the constraints of office hours or location. A task force was convened specifically to study trends in distance education; its recommendation that we adapt and master on-line techniques as an enhancement to *on-campus* teaching and learning before risking entry into new markets served us well as early commercial ventures in distance learning proved volatile and unsustainable. It is a field, however, that we will continue to monitor and test for appropriate fit.

Between 1997 and 2002, conversions of information systems for human resources administration, student records and services, library services, and development & alumni relations were undertaken – necessitated in part by hardware, software, networking, and Internet advances that were rendering older systems obsolete. As with the installation of all large information systems, the transitions have been expensive, disruptive and slow. As exasperating as the experience has been at times, we have been encouraged by sharing knowledge and experience with other users and realizing that in many instances we were accomplishing tasks in less time and with less expense than our peers. It is clear that new features of these systems have enhanced the University's service capabilities, but it is not yet clear how much we will be able to realize cost savings from reductions in repetitive manual work. As more work processes are adapted for direct transaction of information from individuals to central resources via the Web, this goal should be accomplished to a greater degree.

Further detail on accomplishments and progress to date in this area follow:

<u>Highest Order of Excellence Goals and Strategies</u>	<u>Accomplishments</u>	<u>Resources Used</u>
<p>Improve student residences</p> <ul style="list-style-type: none"> - Add up to 500 beds for undergraduates to eliminate the need for a lottery system - Replace the Chicago campus residential facilities 	<p><i>Two new residence halls built at a cost of \$23M, adding 325 beds and eliminating the need for a lottery to ration on-campus housing for undergraduates.</i></p> <ul style="list-style-type: none"> ▪ Kemper Hall opened September 1999, 184 new beds, individual access to NUTV, wireless access in public areas ▪ Slivka Hall opened September 2002, 141 new beds, 	<p>Gifts; new undergraduate tuition revenues and/or fees</p>

Improve student service facilities

- Expand Norris University Center to accommodate growing demand for student activity space
- Provide adequate recreational facilities for students on the Chicago campus

individual access to NUTV, wireless access in public areas.

Handicap accessibility improved in fourteen residence halls, an investment of \$1.26M.

Expansion of Norris University Center on hold, pending commitment of funding.

Cable television access implemented.

Evanston campus athletics and recreation facilities enhanced and expanded, total investment of over \$60M:

- Ryan Field/Welsh-Ryan Arena renovations
- Enlargement of weight room
- Combe Tennis Center addition and renovations to Crown Sports and Aquatic Center
- Addition and recent expansion of Trienens Hall indoor practice facility
- Addition of Gleacher Golf Center
- Addition of lighted playing fields on lakefill
- Improvements to Patten/Blomquist gymnasiums
- Replacement of Harold and Virginia Anderson Hall and addition of Burton Academic Advising Center

Chicago campus recreation facilities improved with additional exercise equipment and renovation of women's locker room.

New undergraduate tuition revenues

Increase in student fees to cover at cost

Gifts

Gifts

Existing discretionary resources

Gifts

Existing discretionary resources

Existing discretionary resources

Enhance the University's libraries

- Expand information access as well as collections

Investment of \$7.3M in facilities renovations, including:

- Additional storage for collections, sufficient to accommodate projected growth through 2015
- New Drop-in Digital Media Studio for students
- Renovation of several public service areas, such as Core/Reserve, Periodicals, Reference, and Interlibrary Loan, and a café.

New endowment of \$25.1M raised to enhance resources for University Library collections.

New Voyager information system implemented. The \$2.2M investment replaced the Library's three decades-old NOTIS system, enabling several modern capabilities, including:

- Web-based capabilities for remote access
- Self-service checkouts & renewals
- Simultaneous online search of catalogs in all institutions of the Committee on Institutional Cooperation (Big Ten and University of Chicago)

Residual gift funds for the library

Gifts

Existing discretionary resources

Enhance the University's academic facilities

- Complete reconstruction of the Technological Institute building
- Build a new biomedical sciences research building in Chicago in collaboration with Northwestern Memorial Hospital
- Build a nanometric sciences wing
- Build a new life sciences wing in Evanston in collaboration with Evanston Hospital
- Build a social sciences center
- Expand Andersen Hall
- Complete the fourth floor of Annenberg Hall
- Expand the Mary and Leigh Block Museum of Art
- Upgrade general classroom equipment
- Enhance operating budgets for equipment upgrades in student performance studios and teaching laboratories
- Develop better awareness of the location and intersection of departments and centers

Three large-scale renovation projects and construction of nine major new academic facilities totaling \$425M underway between 1997 and 2002:

- Completion of the Technological Institute building reconstruction (begun 1990) in the fall of 1999
- Ford Motor Company Engineering Design Center, anticipated completion summer of 2004
- Robert H. Lurie Medical Research Center in Chicago begun spring 2002, completion anticipated in August 2004
- Renovations and buildout in Ward, Morton, Searle, Tarry and Olson buildings of the Medical School by the end of fiscal 2003.
- Gladys & Arthur Pancoe/Evanston Northwestern Healthcare Life Sciences Pavilion completion anticipated in spring 2003
- Center for Nanofabrication and Molecular Self-Assembly on Evanston campus, completed in summer 2002
- Mary Jane McMillen Crowe Hall (Kresge expansion), anticipated completion in spring 2003
- Arthur Andersen Hall expansion completed fall 2001
- Wieboldt Hall classroom renovations 1997-1998.
- Walter Annenberg Hall buildout completed summer of 1998
- McCormick Tribune Center for broadcast journalism, completed summer 2002.
- Mary and Leigh Block Museum of Art completed fall of 2000.

Gifts; state and federal government grants; new external research awards; existing discretionary resources

Deploy cutting-edge technology

- Expand the number of "smart classrooms"
- Advance electronic technology and multimedia capacities for teaching and learning
- Provide training for faculty and staff
- Sustain advanced systems for research

Other academic and instructional space renovations:

- Renovation of School of Communication facilities and new digital studio for Radio/TV/Film
- Fifty general-purpose classrooms received upgrades of flooring, painting, lighting, window treatments, etc. during Fiscal 2001 and 2002, at a total cost of approximately \$600,000.
- Major renovation of Swift 107 lecture in summer of 2001, at a cost of \$375,000.
- Technology upgrades in 8 multimedia classrooms during summer 2001, at a total cost of \$238,000.

Ongoing budgets created and/or enhanced and repair/renewal cycles established for classroom maintenance, both general and multi-media.

Special equipment upgrades and recurring budget enhancements for maintenance and/or renewal:

- Undergraduate science laboratories
- Broadcast journalism
- WNUR
- Theatre
- Social Science computing lab

The number of classrooms with advanced multimedia capabilities increased from 13 to 28. All older ones upgraded. Plan and funding source for recurring repair/renewal established.

New undergraduate tuition revenues

New undergraduate tuition revenues

Existing discretionary resources and gifts

New video-conferencing rooms were created: 2 on the Evanston campus and one on the Chicago campus. Internet-based videoconferencing technology was also implemented to facilitate national and international collaboration in addition to conferencing between campuses

Capabilities expanded in course management software and multi-media instructional technologies:

- By academic 2001-2002, 873 faculty members had adopted the use of course management software.
- Use of broadband streaming video now includes the following courses:
 - English 339 – Shakespeare Text and Film
 - Legal Research Strategies
 - Medical Ethics
 - English course in opera, with extensive excerpts from Mozart’s works
 - Cognitive Neuroscience courses
 - Civil Engineering courses
 - Infrastructure Technology Institute seminars and courses
 - Over 2,000 music selections digitized and streamed to Music School courses.

Technological capabilities for faculty research enhanced, notably in Chemistry, American Studies, Classics, and Astronomy.

New technology-training resources for faculty development established:

- New Technology Series, in-service training

Reinvent management processes

- Implement and take advantage of new technologies
 - o Replace administrative information systems
 - o Reengineer processes
 - o Reduce administrative complexities
 - o Enhancing training opportunities designed to improve skills
 - Implement follow-up mechanisms; once plans are in place, maintain systematic accountability by establishing timetables, measures of success, and reports on progress
 - Effectively communicate accomplishments resulting from planning activities, task forces, and review efforts
 - Improve support services
 - Invest in outstanding staff and their training
- Address academic year calendar issues to ensure cooperation across units

- Faculty listserv used by 1,500 subscribers
- Visualization Lab created to support faculty projects

New Information Technology and Distributed Education Committee of the Board of Trustees established to oversee and support strategic planning in these areas.

Central investments in information systems totaled \$28.5M, including Y2K fixes to legacy systems and the purchase of major new and replacement administrative information systems, including:

- Human Resources Information System (HRIS)
- Student Enterprise System (SES)
- BSR Advance (for development and alumni relations)
- Space Information and Management System (SIMS)
-

Office of Change Management established in September of 2000 to facilitate implementation of administrative reengineering projects and follow through on accountability reporting. Assignments completed or near complete include:

- Improving Business Operations Pilot – recommendations to restructure financial and other administrative processes for McCormick School completed fall 2002; implementation begun

Existing discretionary resources

Existing discretionary resources

- Electronic Time Entry System Implementation – in process, anticipated completion in FY04
- Student Financial Services Initiative – recommendations on consolidation and streamlining completed summer 2002; implementation pending
- Metrics for Research Planning – data analysis completed and baseline metrics defined; ongoing data stewardship established fall 2002.
- Design for a comprehensive Institutional Compliance Structure – proposal complete and under review

New standing management committees established:

- University Classroom Committee: charged with evaluating classroom use and quality, and recommending to the Provost and Deans policies on classroom utilization, scheduling, physical improvements, and priorities for assignment.
- Committee on the Research Enterprise: charged with improving Northwestern's research infrastructure in order to facilitate the efforts of Northwestern researchers, while also protecting the interests of the University and assuring compliance with federal and other applicable regulations. It encompasses review of existing research-relevant policies, as well as evaluation and coordination of appropriate administrative procedures and structures.
- Committee on Women in the Academic Community: charged with advising the University administration in its efforts to create and support an

Additional administrative effort and restructuring of existing resources

environment that will enhance the recruiting and development of women staff and faculty

- Faculty Diversity Committee: charged with assisting the University administration in devising initiatives and mechanisms that will help further diversify the faculty and support long-term diversification of the campus community.
- Advisory Committee on University Space Planning created to advise the President on articulating vision and values to guide future planning, building a long-term perspective about future development, and creating a mechanism for University-wide discussion and input on campus facility and space planning issues.

New institutional budgeting policy implemented.

Annual “Special Budget Request” process discontinued. All major administrative and academic units have been directed instead to formulate three to five year plans that analyze the unit’s existing resources, tie resource planning to strategic goals, and support program development through internal reallocation or plans for generating new revenues.

The School of Speech was renamed the School of Communication, effective September 1, 2002

to better convey the full range of programs offered and current thinking in the communication sciences, media, and arts professions. Doctoral and professional programs in undergoing strategic redesign.

Additional
administrative effort
with existing resources

APPENDIX



Ad Hoc Faculty Committee
for development of
The Highest Order of Excellence

As published in 1998:

Peter Dallos, Professor, Biomedical Engineering, Audiology, Neurobiology and Physiology, Otolaryngology; John Evans Professor of Neuroscience

David Ferster, Professor, Neurobiology and Physiology

Louis Gomez, Associate Dean for Research and Development and Associate Professor, School of Education and Social Policy; Associate Professor
Computer Science

Richard Green, Associate Dean, School of Music; Associate Professor, Musicology

Susan Herbst, Associate Professor, Communication Studies

Dipak Jain, Associate Dean and Professor, Kellogg School of Management

Larry Jameson, Professor, Medicine

Sara Maza, Professor, History

Thomas Merrill, John Paul Stevens Professor of Law

Julio Ottino, Walter P. Murphy Professor and Chair, Chemical Engineering

Abraham Peck, Professor, Journalism

Robert Porter, William R. Kenan Jr. Professor of Economics

Mark Ratner, Professor, Chemistry

Mark Satterthwaite, Earl Dean Howard Professor, J. L. Kellogg School of Management

Surendra Shah, Walter P. Murphy Professor, Civil Engineering

Patricia Spear, Guy and Anne Youmans Professor of Microbiology/Immunology

Bruce Spencer, Professor and Chair, Statistics; Professor, School of Education and Social Policy

Andrew Wachtel, Professor, Slavic Languages and Literatures

Ex Officio

Lawrence B. Dumas, Provost

John B. Julia, Director, Administration and Planning

Marilyn McCoy, Vice President, Administration and Planning

Brief Outline of the Implementation Process

The *Highest Order of Excellence* was published and distributed to all members of the University administrative staff and tenure-track faculty in order to inform and to delegate broadly the responsibility for implementing the plan. Following are major components of the implementation strategy:

1. Work Closely with the *Highest Order* Implementation Steering Committee

The Provost's Office and the Office of Administration and Planning appointed and worked with an Implementation Steering Committee that included five of the faculty members who had helped draft the *Highest Order* plan, five deans, and a member of the Provost's staff. The full committee membership included:

- Lawrence Dumas, Provost (chair)
- Marilyn McCoy, VP for Administration and Planning (vice-chair)
- Susan Herbst, Professor of Political Science and of Communication Studies, and director of the program in American studies, now associate dean in WCAS
- Steve Fisher, Associate Provost for Undergraduate Education
- Larry Jameson, C. F. Kettering Professor of Endocrinology and Metabolism
- Richard Morimoto, Dean of the Graduate School and John Evans Professor of Biology
- Julio Ottino, Walter P. Murphy Professor of Chemical Engineering
- Penelope Peterson, Dean of the School of Education and Social Policy
- Mark Satterthwaite, Earl Dean Howard Professor of Management and Strategy
- Eric Sundquist, Dean of the Judd A. and Marjorie Weinberg College of Arts & Sciences (1997 – 2002)
- Andrew Wachtel, Herman and Beulah Pearce Miller Research Professor in Literature; chair and program director, Comparative Literature, and chair, Slavic Languages
- David Van Zandt, Dean of the School of Law
- David Zarefsky, Dean of the School of Speech (1988 – 2000), now Owen L. Coon Professor of Argumentation and Debate

Providing primary staff support to the committee was Jake Julia, director of planning and special projects in the Office Administration and Planning until September of 2000, with additional assistance from Melinda Spencer, director of program review from 1996 through 2002; Bill Hayward, the University's veteran director of institutional research; and Eric Kopstain, who followed as director of planning and special projects after Jake's appointment to head a newly-created Office of Change Management at the University.

The committee met regularly to identify priorities, establish working sub-committees to address them, and to monitor progress.

2. Use Current Administrative Paths

The ongoing administrative and operational processes that supported the daily functioning of the University formed the core mechanisms for implementing institutional priorities. These included:

- Strategic planning within each school and major administrative unit, linked to three-year budget projections

- Linking strategic planning efforts to *Highest Order* implementation priorities
- Using the annual budgeting process and regular fund-raising avenues to match financial resources with *Highest Order* priorities and initiatives
- Emphasizing support for initiatives that crossed the boundaries of schools and administrative units

3. **Stimulate Grass-Roots Activities**

A major element of the implementation strategy was to encourage and support grassroots initiatives -- those driven by the faculty, staff, and student with “hands on” opportunities to effect change. Many of the most innovative implementation ideas, like the *Dean’s Cross-School Initiatives Program* and the *Faculty Domain Dinners Program* were developed by ear-marking funds to be used in new ways by members of the academic community at large.

Implementation Sub-Committees

- ***Enhancing Senior Faculty Hiring***
 - Susan Herbst
 - Larry Jameson
 - Julio Ottino
 - Mark Satterthwaite (chair)
 - Eric Sundquist
 - Andrew Wachtel
- ***Targeting Exceptional Students***
 - Rebecca Dixon
 - Steve Fisher
 - Rick Morimoto
 - Penelope Peterson (chair)
- ***Addressing AdHoc/Double Majors***
 - Steve Fisher (chair)
 - Penelope Peterson
 - Andrew Wachtel
- ***Reducing Administrative Complexities***
 - Julio Ottino
 - David Van Zandt (chair)
 - David Zarefsky
 -
- ***Enhancing Interaction between Graduate/Professional Students and Faculty and Undergraduate Students***
 - Rick Morimoto (chair)
 - Mark Satterthwaite
 - David Van Zandt
- ***Developing and Implementing a “Great Debates” Program***
 - Susan Herbst (chair)
 - Julio Ottino
 - David Zarefsky
 - Scott Deatherage
- ***Deans’ Cross-School Initiatives***
 - Bernard Dobroski (chair)
 - Donald Jacobs
 - Rick Morimoto
 - Penelope Peterson

o

Other University-level Workgroups

- ***University Research Grants Committee***
 - Hollis Clayson, professor of art history and associate dean, The Graduate School
 - Lawrence B. Dumas, provost
 - Marilyn McCoy, vice president for administration & planning
 - Rick Morimoto, dean, The Graduate School, and John Evans Professor of biochemistry, molecular biology, & cell biology
 - Lydia Villa-Komaroff, vice president for research administration

- ***University Classroom Committee***
 - Kenneth R. Bain, director, Searle Center for Teaching Excellence
 - Pamela Cooper, professor of communication studies, School of Communication
 - Stephen D. Fisher, associate provost for undergraduate education
 - Sameer Gafoor, undergraduate student and academic vice president, Associated Student Government
 - Edward P. Kerros, director of finance and administration, School of Law
 - Paul A. Loach, professor of biochemistry, molecular biology and cell biology, WCAS
 - Marvin Lofquist, senior lecturer in chemistry and associate dean for physical sciences, WCAS
 - Franziska Lys, lecturer in German, WCAS
 - Michael E. Maysilles, associate university registrar
 - Ronald Nayler, associate vice president, Facilities Management (co-chair)
 - Joseph L. Schofer, professor of civil engineering, McCormick School of Engineering & Applied Science
 - Jean E. Shedd, associate provost for budget, facilities, & analysis (co-chair)
 - Robert L. Taylor, director, Academic Technologies
 - Paul B. Weller, director of facilities planning, Facilities Management
 - Lonnie R. Williams, director of operations, Facilities Management

- ***University Discussion Group on Distributed Education***
 - Donald P. Jacobs, former dean, Kellogg School of Management (co-chair)
 - Richard L. Lorenzen, dean, School of Continuing Studies (1998 – 2001) (co-chair)
 - Morteza A. Rahimi, vice president and chief technology officer (co-chair)
 - Ann Adams, associate general counsel
 - Annette Barbier, associate professor, School of Speech
 - Craig R. Bina, professor, geological sciences, WCAS
 - Kenneth Bain, director, Searle Center for Teaching Excellence
 - John R. Birge, dean, McCormick School of Engineering & Applied Science
 - David Bishop, university librarian
 - Ray Curry, executive associate dean, Feinberg School of Medicine
 - Michael Dacey, senior associate dean, WCAS

- o Susan Futterman, director of executive education, School of Law
- o John M. Franks, professor of mathematics, WCAS
- o Richard Gordon, professor, Medill School of Journalism
- o Dipak C. Jain, dean, Kellogg School of Management
- o Jake Julia, assistant vice president, Office of Change Management
- o William L. Kath, professor, McCormick School of Engineering & Applied Science
- o Gary Kendall, academic studies, School of Music
- o Franziska Lys, lecturer in German, WCAS
- o Marilyn McCoy, vice president, Administration and Planning
- o Barbara O’Keefe, dean, School of Speech
- o Penelope Peterson, dean, School of Education and Social Policy
- o Joseph Schofer, professor of civil engineering, McCormick School
- o Catherine Stembridge, director of alumni relations
- o Lydia Villa-Komaroff, vice president, Research Administration
- o
- ***Committee on the Research Enterprise***
 - o Ann Adams, associate general counsel
 - o Jed Marsh, associate dean, The Graduate School
 - o John Bushnell, associate dean, WCAS
 - o James Elsass, assistant vice president, Budget Planning
 - o Thomas Evans, director of benefits, Human Resources
 - o Albert Farbman, professor of neurobiology and physiology, and representative for General Faculty Council
 - o Stephanie Graham, associate general counsel
 - o Gary Greenberg, director of planning, Information Technology
 - o William Hayward, director of institutional research, Administration & Planning
 - o Kathryn Igoe, director of corporate relations, University Development
 - o Christopher Johnson, director of risk management & safety, Controller’s Office
 - o David Johnson, associate vice president, Research Administration
 - o Jake Julia, assistant vice president, Office of Change Management
 - o Jonathan Leis, associate dean, Feinberg School of Medicine
 - o Sheri Lindsay, Feinberg School of Medicine
 - o Marvin Lofquist, associate dean, WCAS
 - o Meg McDonald, director of finance, Research Administration
 - o Anne McNicholl, Research Administration
 - o Guy Miller, associate vice president, Human Resources
 - o Cynthia O’Connor, associate controller
 - o Eva Redei, professor of psychiatry and behavioral science, and representative for General Faculty Council
 - o Jean Shedd, associate provost for facilities, budget & analysis
 - o Barbara Siegel, director of sponsored research programs, Research Administration
 - o Ingrid Stafford, controller

- o Kathryn Stallcup, director of foundation relations, University Development
 - o Kathryn Tessendorf, director of information systems, Human Resources
 - o Todd Van Neck, associate director, Budget Planning
 - o Lydia Villa-Komaroff, vice president, Research Administration (chair)
 - o Jay Walsh, professor, of biomedical engineering and associate dean, McCormick School of Engineering & Applied Science
 - o James Webster, professor of communication studies and associate dean, School of Communication
 - o James B. Young, professor of endocrinology, Feinberg School of Medicine
- ***Committee on Women in the Academic Community***
 - o Deborah Brauer, department assistant, Political Science WCAS
 - o Charlotte Crane, professor, School of Law
 - o Kimberly Gray, professor, Civil Engineering, MEAS
 - o Joan Linsenmeier, lecturer, Psychology, WCAS
 - o Jeff Manza, associate professor, Sociology, WCAS
 - o Barbara Jo Mueller, assistant director, Industry Relations, MEAS
 - o Theresa Parker associate director for finance and planning, KGSM
 - o Shericka Pringle business coordinator, NUMS
 - o Cynthia Thompson, professor, Communication Sciences, Speech
 - o Todd Van Neck, assistant director, Budget Planning,
 - o Catherine Webb, associate professor, Pediatrics, NUMS
 - o Pamela Webb director, ORSP (Chicago campus)
 - o Renee Redd, director, Women's Center
 - o Jean Shedd, associate provost for budget, facilities, & analysis
 - o Rita Winters director, Human Resources (Chicago campus)
 - o Christopher Gaul, program assistant, Provost's Office
- ***Faculty Diversity Committee***
 - o Lawrence B. Dumas , provost (chair)
 - o Ebo Dawson-Andoh, undergraduate student and academic vice president, Associated Student Government
 - o Versonya Dupont, graduate student, School of Education & Social Policy
 - o Robert J. Gooding-Williams, professor of philosophy and of African-American studies, WCAS
 - o Robert A. Harris, professor, performance studies, School of Music
 - o Richard I. Morimoto, associate provost for graduate education and dean of The Graduate School
 - o Aldon D. Morris, professor of sociology and African-American studies, WCAS
 - o Monica D. Olvera, professor of materials science & engineering, McCormick School of Engineering & Applied Science
 - o Penelope L. Peterson, dean, School of Education and Social Policy
 - o Joseph L. Schofer, professor of civil engineering, McCormick School of Engineering & Applied Science
 - o David E. Van Zandt, dean, School of Law
 - o Mary Ann Weston, associate professor and associate dean, Medill School of Journalism
 - o John D. Margolis, associate provost for faculty relations (*ex officio*)

- ***Advisory Committee on University Space Planning***
 - Charles Dowding, professor of civil & environmental engineering, McCormick (chair)
 - Eugene S. Sunshine, senior VP for business and finance (vice chair)
 - Ronald R. Braeutigam, professor of economics, WCAS
 - Raymond H. Curry, executive associate dean for education, Feinberg School of Medicine
 - Daniel J. Ellman, undergraduate student, Medill School of Journalism
 - Eric Goldberg, graduate student, School of Law
 - Daniel Grossman, undergraduate student, WCAS
 - Joseph T. Hupp, professor of chemistry, WCAS
 - Edward P. Kerros, director of finance and administration, School of Law
 - Brian Ho-Yin Lee, graduate student, McCormick School of Engineering and Applied Science
 - Daniel I. Linzer, dean, WCAS
 - Lyndsey G. McKay, undergraduate student, School of Music
 - Garth Miller, director, Special Events and Housing & Food Services
 - Suneetha Vaitheswaran, project manager, Office of the Controller
 - David Van Zandt, dean, School of Law
 - Marci Wasserman, undergraduate student, School of Education & Social Policy
 - James G. Webster, associate dean, School of Communication
 - Mary Ann Weston, professor of journalism, Medill School of Journalism
 - Eugene Y. Lowe, special assistant to the president (*ex officio*)
 - Ronald Nayler, associate VP, Facilities Management (*ex officio*)
 - Jean Shedd, associate provost for budget, facilities & analysis (*ex officio*)
 - Lisa Swanson, director of planning & special projects, Administration & Planning (*ex officio*)

FEEDBACK

We hope that publishing this summary report on the implementation of *The Highest Order of Excellence* plan provides members of the Northwestern community with a useful tool for raising questions and thinking further about long-term directions for the University.

Comments and questions about any aspect of this report are welcome and may be directed by email to:

nu-provost@northwestern.edu, which reaches the Provost's executive assistant

or

l-swanson@northwestern.edu, which reaches the report's primary author/compiler