



NORTHWESTERN
UNIVERSITY

The Graduate School

Three-Year Strategic Plan

2006-2008

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MISSION STATEMENT

It is the mission of The Graduate School of Northwestern University to be a trusted, responsive, and visionary leader in promoting the highest quality master's and doctoral education. The Graduate School partners with the College of Arts and Sciences and the Schools of Communication, Continuing Studies, Education and Social Policy, Engineering, Law, Management, Medicine, and Music to guide and sustain an institutional culture that facilitates excellence in teaching, innovation and rigor in research, and the personal and intellectual growth of its diverse student population.

Goals

- 1 Design comprehensive plan to demonstrate the value to the entire University of excellent graduate programs and specify the investments necessary to create and sustain this excellence; improve reputation of graduate education to be consistent with that of the University's undergraduate programs and professional degrees
- 2 Rethink how resources are provided to high quality doctoral programs that deserve to be expanded and to under-performing departments that deserve to be minimized or eliminated; improve assessment metrics to provide school with better information on how to invest current funds and to plan tactically for the distribution of funding should new allocations become available
- 3 Become a trusted resource for data and for benchmarked analysis of admissions selectivity and yield, retention and time-to-degree, and placement data; innovate in use of data to improve recruitment, admissions, and retention practices, and to inform financial aid investments
- 4 Develop budget forecasting model that is rational, realistic, and informed by financial aid allocation to schools; work closely with schools to ensure that programs engage in effective enrollment management
- 5 Encourage the creation of interdisciplinary "clusters" in humanities and social sciences to trade on existing areas of excellence to grow reputation in these disciplines; promote this excellence via sponsored conferences
- 6 Globalize graduate education through international recruitment and institutional partnerships and exchange programs; dedicate fellowship funds to support these exchanges
- 7 Enhance the quality of the graduate student experience through additional and improved services and stimulating professional development programming; increase research and travel funds available to students
- 8 Develop strong faculty advisory committee that works closely with TGS leadership to leverage change at school and departmental level

Challenges

- 1 Additional funding for new initiatives and larger recruitment packages not guaranteed
- 2 Collaboration with schools to make sensitive decisions about funding and sizing of programs will be difficult
- 3 University systems and infrastructure frequently an impediment to data collection and process improvements
- 4 Perception of The Graduate School among the community as an obstacle rather than a resource must be overcome
- 5 Managing school staff during significant organizational, functional, and cultural overhaul to be adaptable, collaborative, and professional is sensitive and demanding endeavor

THREE-YEAR STRATEGIC PLAN

Recruitment

2004-2005 Accomplishments

One of Dean Wachtel's first initiatives has been to improve the recruitment package offered by doctoral programs in WCAS in the humanities, social sciences, and certain science programs. With only a minimal infusion of funds into the system, these programs are now able to move from a 4 years plus 4 summers (48 months) funding package to a 5 years plus 3 summers (54 months) funding package. Research conducted jointly by TGS and WCAS demonstrates that funds nearly already exist to cover these costs; newly established quasi-endowments will fund the small shortfall. An additional academic year of funding is more desirable than a fourth summer of funding, especially since research monies, both internal and external, are generally available for summer

study. Moreover, Dean Wachtel's advocacy for affordable health insurance for graduate students has led the University to move to a two-tier health plan that will reduce out of pocket expenses for students by nearly \$400 and allow TGS to subsidize 50% of the cost, up from 37% in 2003-2004. TGS senior leadership will continue to advocate for an improved recruitment and funding package to compete ever more effectively with our peer institutions.

Recruitment

Year One Initiatives

- | | |
|--|---|
| <p>1 Work with Central Administration to determine if larger stipend is feasible in next three years</p> <ul style="list-style-type: none"> • Seek to raise amount of recruitment funding package to be more competitive with peer institutions across all disciplines | <p>6 Continue strong support of minority student recruitment efforts</p> <ul style="list-style-type: none"> • Encourage student and faculty minority recruitment efforts across all disciplines |
| <p>2 Continue to work with Risk Management to find appropriate level of health subsidization; increase TGS contribution as funds become available</p> | <p>7 Expand international recruitment efforts</p> <ul style="list-style-type: none"> • Recognize International Student Institute as a recruitment vehicle and dedicate amount of one fellowship from new quasi-endowment to support program • Encourage departments to send faculty on international recruitment efforts to key countries (pioneered with great success by Chemistry in 2003) |
| <p>3 Collaborate with schools to determine if flexible recruitment packaging is viable</p> <ul style="list-style-type: none"> • Establish whether students in same class should be given distinct funding packages | |
| <p>4 Measure recruitment success rates of departments; make modifications to offer allocations if necessary</p> <ul style="list-style-type: none"> • Develop on-line recruitment outcome report template that will allow departments to document their admission season performance • Review recruitment template post-season against recruitment and placement histories of specific programs to support decisions regarding departmental offer allocations | |
| <p>5 Enhance effectiveness of applicant visits; survey all admitted students as well as admitting programs to gauge satisfaction with effort</p> <ul style="list-style-type: none"> • Determine the most effective way to make the best investment in students and develop set of recruitment best-practices for departments | |

Recruitment

Years Two and Three Initiatives

- 1 Improve reporting on recruitment success or failure and make modifications to policies and procedures as necessary
- 2 Work with leadership of schools to ensure that recruitment expenditure is consistent with number of offer allocations made to departments
- 3 Continue work on expanding and enhancing minority recruitment efforts across all disciplines

Admissions

2004-2005 Accomplishments

The first major initiative and accomplishment of Dean Wachtel's administration has been the decentralization of admissions. Informed largely by a vision of The Graduate School as a facilitator rather than as an obstruction, as well as a recognition that departments must be empowered and trusted to recruit and admit students more expediently and efficiently, the new TGS leadership renovated an admissions unit known for inefficiency by reorganizing staff and responsibilities, eliminating an outmoded paper-based admission system (and jobs that existed solely to maintain that system), relying more heavily on existing technological investments, and focusing the lens of the unit on providing excellent client service. A new Associate Director of Admissions and Operations position was created to

lead the decentralization initiative, much of which has involved training departmental staff on admissions software packages. Departments are now able to admit students without TGS interference, yet structures still exist for TGS to safeguard quality and gather critical information on the admission patterns of graduate programs.

Admissions

Year One Initiatives

- | | | | |
|---|---|---|--|
| 1 | Gauge success of admissions decentralization; continue regular survey of departmental staff and faculty to determine if process worked/works and modify, as necessary | 4 | Move non-TGS graduate programs into Apply Yourself (on-line application software) |
| | <ul style="list-style-type: none"> • Review all departmental recruitment summaries against submitted admissions criteria to determine departmental consistency; ensure admitted class is of superior quality | | <ul style="list-style-type: none"> • Service TGS can provide to programs/schools at minimal to no cost • Currently Schools of Education, Engineering, Communication, and Music all considering utilizing this resource |
| 2 | Expand upon functionality of admissions software (both Apply Yourself and Student Enterprise System) | 5 | Move to electronic intent to register forms for fall 2006 admission class |
| | <ul style="list-style-type: none"> • Review current technology function with departmental staff to assess needs and customize software, as necessary | | <ul style="list-style-type: none"> • Students able to enter system sooner, as undergraduates currently do |
| 3 | Continue training of all necessary University staff on admissions software | 6 | Collaborate with Assessment, Analysis and Research unit to develop clear, efficient recruitment and admission reports (selectivity and yield reports) that flow logically to retention and placement reports |
| | | | <ul style="list-style-type: none"> • TGS will use information gathered as mechanism for more effective enrollment management, budget forecasting, and quality assurance |

Admissions

Years Two and Three Initiatives

- 1 Gain confidence in admissions selectivity and yield reports to publish on web
- 2 Continue to optimize use of technology to support all admissions efforts
- 3 Respond to changes/advances in record-keeping technology and explore potential for paperless system
 - Biomedical Engineering currently piloting use of document imaging system (to defray cross-campus logistical problems) with solid results
- 4 Continue to build relationships across campus to facilitate smooth admissions and recruitment efforts
- 5 Review best practices of peer institutions to determine need for change, such as moving to paperless system

Student Services

2004-2005 Accomplishments

The Graduate School, in many ways, is a small service business. A staff of approximately 25 serves a population of nearly 3000 stakeholders, including students, faculty, and staff. As part of the recognition of this core function, we have renamed the “Current Students” unit the “Student Services” unit and invested the staff with the job of being a responsive, communicative resource for our constituents. The change is not in name only. A new Associate Director of Student Services position has been created to focus the staff on service initiatives and to assume the daily operational management of the group. This new position allows the Associate Dean of Student Services to spend less time on operations and more time on planning and as a resource for students as an ombudsperson. Two new Student Service Coordinator positions have been created to manage the integration of the Chicago and Evanston student populations, to oversee the growing Council for Institutional Cooperation (CIC) program, and to support the unit’s assumption of responsibility for commencement, the hooding ceremony,

and new student orientation. A new data specialist position was created to assume full responsibility for the unit’s data processing and verification functions, freeing other staff to focus on meeting with students, either individually or in groups. Initial moves to liberate the unit from paper-based processes have been successful, which will create additional functional improvements as well as new opportunities for spending less time on transactions and more on service. The shift to electronic dissertation submission (piloted spring 2005) is one major example of this leveraging of technology. Finally, the unit will share resources with the new Student Life and Multicultural Affairs unit to guarantee that no aspect of the student experience, from recruitment to commencement, remains unaddressed by the school.

Student Services

Year One Initiatives

- | | | | |
|---|---|---|---|
| 1 | Assume responsibility as students all-purpose first-point of contact for issues relating to current students <ul style="list-style-type: none"> • Unit will assume “front-door” financial aid communication responsibility and serve as reliable information clearinghouse on all topics of student life and school policy | 5 | Explore needs of post-doctoral students and determine if TGS should play central role in service for this population <ul style="list-style-type: none"> • Professional development programs could be made available to post-doctoral students • Student service staff could also serve as “front-door” for students new to the area and needing information on housing, culture, etc. |
| 2 | Improve visibility of service staff across both campuses <ul style="list-style-type: none"> • Communication campaigns including improved web communication of resources and activity • New Associate Director will manage the integration of Chicago and Evanston function and community; two new coordinators will integrate the activities of unit across campuses by working with faculty, students, and staff | 6 | Assume greater responsibility and play larger role in graduate student professional development initiatives such as Preparing Future Faculty and Beyond Books <ul style="list-style-type: none"> • Improve student quality by expanding professional development opportunities that meet increased demand for workshops and new programming needs, including workshops on external funding, ethics, and mentorship • Continue collaboration with other University units, such as the Office of Fellowships, The Searle Center for Teaching Excellence, and Career Services to improve graduate student experience |
| 3 | Develop student survey to gauge satisfaction of graduate student population <ul style="list-style-type: none"> • To be conducted in concert with National Resource Council survey • Utilize information to determine how to improve quality of student life and thus, potentially, retention and time-to-degree rates | | |
| 4 | Shift paper-based transactions and communication with students to electronic and web to database interfaces <ul style="list-style-type: none"> • Move to electronic dissertation submission for all students, allowing for more sophisticated presentation of material | | |

Student Services

Years Two and Three: Initiatives

- 1 Continue to explore ways to best serve student population and to work effectively and innovatively with departmental staff and faculty
- 2 Continue to spread word across campus about presence of TGS as resource for students
- 3 Implement continuous registration for graduate students
 - New status would allow TGS to track out-year students more effectively and provide students with Net ID privileges at a minimum for a small cost
- 4 Explore new ways to maximize technology to make staff and student interactions more efficient; explore need for electronic student filing system

Student Life and Multicultural Affairs

2004-2005 Accomplishments

Graduate school can be an isolating experience, regardless of a student's background, ethnicity, or sexual orientation. Thus, the unit once known as the Office of Minority Affairs has been renamed the Student Life and Multicultural Affairs unit and charged with creating a higher standard for quality of life for all of our graduate students and given the responsibility of community building, including reaching out to all underrepresented, underserved graduate students. This unit, led by an Assistant Dean of Student Life and Multicultural Affairs, has assumed these new responsibilities while maintaining the high level of service that has been given to the traditional minority population. One of the most notable accomplishments of this year for this unit has been the receipt of a National Science Foundation grant to fund the increase of minority recruitment

and retention efforts in the STEM (science, technology, engineering, mathematics) disciplines. A new position has been created to coordinate these efforts, which will parallel similar efforts made in the social sciences and humanities by the Coordinator of Multicultural Affairs, also a new position in this unit. These coordinators will also work in tandem on the Summer Research Opportunity Program (SROP). The staff will collaborate with Student Services to ensure that the unit meets its ambitious outreach goals.

Student Life and Multicultural Affairs

Year One Initiatives

- 1 Target new groups for specific attention: potentially Gay, Lesbian, Bisexual community, students that are parents, commuters to Chicago campus, etc.
 - Build on successful diversity initiatives of Black Graduate Student Association (BGSA) and encourage other groups to reproduce formula of academic and social event planning
- 2 Encourage Graduate Leadership Council to be an even more engaged and vocal partner of administration to improve quality of life for graduate students across both campuses
- 3 Collaborate with chair of Science & Engineering Committee on Multicultural Affairs (SECMA) and subcommittee chairs to facilitate their activities and ensure success of goal of NSF grant to triple number of minority PhD graduates in five years
- 4 Develop new minority recruitment and retention initiatives in STEM (science, technology, engineering, and math) disciplines; build on existing programming and committee work
 - Publish list of annual recruitment travel on web site to demonstrate to potential students University commitment to minority recruitment
 - Engage faculty and students in recruitment efforts
- 5 Maintain excellence in SROP (Student Research Opportunity Program)
 - Explore new sources of external funding, including corporate donation
 - Make program more effective recruitment tool for Northwestern
- 6 Collaborate with newly configured Student Services unit to achieve greater sense of graduate student community; draw on current resources provided to students by the Office of Student Affairs
 - Significant part of Highest Order of Excellence II devoted to building student community, TGS should be leader in this regard

Student Life and Multicultural Affairs

Years Two and Three Initiatives

- 1 Assess success of first-year initiatives and modify goals accordingly
- 2 Prioritize what groups will receive dedicated attention with new initiatives
- 3 Continue to build relationships with alumni for development and recruitment
- 4 Continue to balance needs of traditional minority population with that of broader constituency

Financial Aid

2004-2005 Accomplishments

When Dean Wachtel began his tenure at TGS in September 2004, the loan office of the Financial Aid unit was well over 200 loans behind in their processing, with loans on desks dating back to July. Students had been waiting up to three months for a response regarding their loan package for graduate study. An initiative was undertaken to get the office caught up, and, by the end of the calendar year, the TGS loan staff had not only eliminated this backlog, but had processed all loans that had come in during the fall term in a timely manner. Going forward, the group will set deadlines for when students can expect an answer regarding their loans. In an effort to further improve loan-processing functionality, the Assistant Dean of Financial Aid has taken great strides towards moving to an automated loan packaging system, a process already used with great success by Weinberg

and Kellogg. The unit has also been actively engaged in the development of the new recruitment and health insurance packages and in working with the budget office to create a rational budget model that satisfies both Central Administration and TGS leadership.

Financial Aid

Year One Initiatives

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|---|--|---|---|
| 1 | <p>Ensure that the cost of the WCAS 2005-2006 recruitment package of five years and three summers for selected programs (Divisions II and III plus Statistics and Physics) will only be moderately more than four years plus four summers</p> <ul style="list-style-type: none"> • Grandfather current students so they receive five years plus four summers; work with WCAS to ensure all available funds are utilized and that students continue to secure external grants to support initiative; TGS will work with WCAS and Office of Fellowships to promote and maintain success rates | 4 | <p>Implement auto-packaging of federal loans for entering master's degree students within TGS and for the school-based master's programs</p> <ul style="list-style-type: none"> • Awarding student loans should be more efficient and timely |
| 2 | <p>Implement two-tier health insurance plan for students and determine that all costs are accounted for</p> <ul style="list-style-type: none"> • Monitor usage of the two tiers to determine whether projections are accurate and modify accordingly, collaborate with budget office so that goal of providing 50% subsidy for basic plan is achieved | 5 | <p>Determine best practices for move to "bloc allocations" to individual departments</p> <ul style="list-style-type: none"> • Three-year packages will facilitate more informed enrollment management |
| 3 | <p>Create budget-forecasting model that achieves TGS goals as well as those of the Budget Office</p> <ul style="list-style-type: none"> • Resolve variance between budgeted revenue and expenditures and the actual revenue and expenditures; determine whether there should be a net revenue expectation for TGS; if so, set reasonable expectations • Pursue model that recognizes actual costs against actual revenues (including endowments and federal dollars used to fund student aid packages) | 6 | <p>Shift many paper-based forms to on-line format, with web-to-database capability; change will empower students and improve operational efficiency</p> |
| | | 7 | <p>Determine optimal organizational structure for financial aid area</p> <ul style="list-style-type: none"> • Reorganize functional tasks to maximize staff • Ensure any changes to TGS financial aid function or staff do not compromise potential reconfiguration of larger financial structure on campus |

Financial Aid

Years Two and Three Initiatives

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|---|---|---|---|
| 1 | Continue to move to paperless interface to enhance student service and operations | 6 | Reevaluate need to increase recruitment package (including stipend and health subsidy) to compete nationally with peer institutions |
| 2 | Continue to monitor financial aid collaborations with and allocations to schools to ensure that money is being spent wisely and according to planned growth or reductions | 7 | Investigate use of auto-packaging of federal loans for continuing master's students as well as for new and continuing doctoral students |
| 3 | Secure recurring budget lines for recruitment and International Student Institute <ul style="list-style-type: none"> • New lines would assist in budget planning and forecasting for programming; recruitment efforts must be funded rationally in order to be planned and managed effectively | 8 | Evaluate level of indebtedness for master's and doctoral students and produce comparative study with peer institutions |
| 4 | Explore reinstating "per loan fee" or charge for loan service; fee would be charged to school-based master's programs (40% of loans processed by TGS now for programs not in TGS purview) | | |
| 5 | Move to 3-year bloc allocations to departments | | |

Assessment, Analysis, and Research

2004-2005 Accomplishments

Great strides were made this year in this unit by subtraction and addition. The Associate Dean of Assessment, Analysis, and Research has been empowered to do these very things by giving away responsibility for operational and planning oversight to a new Associate Dean tasked with managing these duties. The unit is now working effectively to produce a variety of valuable admission, retention, and placement reports for TGS, reports that will enable the school to achieve its stated goal of being a trusted resource for data, both for internal and external constituents. The unit has also developed a student survey, which will be a significant factor in measuring graduate student satisfaction as well as serving as an operational pilot for the National Research Council survey that will be conducted in the coming years. The Associate Dean has been

aided greatly by the addition of a new Manager of Information Technology, a staff position that has enabled TGS to generate its own reports in an unprecedented manner as well as to develop and implement new web-to-database interfaces, both factors that have raised the visibility of TGS as a strong, innovative service provider.

Assessment, Analysis, and Research

Year One Initiatives

- | | |
|---|---|
| <p>1 Create a comprehensive data management and reporting plan to guide decision-making and resource allocation</p> <ul style="list-style-type: none"> • Gain access to SES that is currently restricted by working with the Office of the Registrar and Information Technology • NRC survey a driving external motivator for annual and other regular graduate student surveys • Refine TGS metrics developed in 2002 for use in benchmarking and reporting | <p>4 Initiate a project to identify both reasonable and “stretch” areas for becoming a national model in graduate school research (such as graduate ethics research, graduate mentoring research, etc)</p> <ul style="list-style-type: none"> • Define and develop data management directors task force with partner programs and schools; meet quarterly to assess and discuss activities, obstacles, needs and resources for shared and individual data collection and reporting |
| <p>2 Design secure web-based interface for programs and Central Administration to access TGS statistics and reports</p> <ul style="list-style-type: none"> • Produce retention and placement reports in which we have full confidence; reports ultimately will be published on web site for total transparency | <p>5 Launch Training Grant Support Office as central data resource and grant renewal facilitator for Schools of Arts and Sciences, Engineering, and Medicine</p> <ul style="list-style-type: none"> • Director will be in place spring 2005 |
| <p>3 Continue to develop TGS Statistical Profile reports, for public access on TGS web site, that include summary information on applications, admissions, matriculation, retention/attrition, time-to-candidacy, time-to-degree, degree completion, and doctoral placement as well as 10-year trends of these data (certain examples included in appendices)</p> | |

Assessment, Analysis, and Research

Years Two and Three Initiatives

- 1 Continue to refine data gathering/mining, analysis, and reporting processes; increase ability to benchmark with national and competitive peers
- 2 Engage university faculty and departments in NRC survey processes in order to ensure school presents as fruitfully as possible
- 3 Explore system outside of SES to create necessary reports
- 4 Expand efforts of Training Grant Support Office to facilitate initiatives in Schools of Education and Social Policy and Communication

Operations, Infrastructure, and Development

2004-2005 Accomplishments

A consistent theme of this plan is the focus on service and professionalism. One significant operational change that has led to this renewal of focus was the creation of a new Associate Dean position that concentrates on the operational, business function of office, manages the operational budget, and leads the strategic planning initiatives for the school. Before Dean Wachtel's arrival, much of this responsibility was shared by the Assistant Dean for Financial Aid and the Associate Dean for Assessment, Research, and Analysis, and though this work was done extremely well, the combination of duties in the portfolios of these positions was ultimately deemed inefficient. The new position has spearheaded organizational change that has led to a total restructuring of staff, including a series of promotions, reclassifications, and new hires. The new organizational structure includes a selection of new mid-level managers, positions that are responsible for the daily

operations of the office, allowing the senior leadership to concentrate on more strategic, long-range planning and special projects. A cultural change is underway, as well, one that reinforces the new chain of command and is informed by the principle that The Graduate School must be a professional, facilitative, collaborative partner of the students, faculty, and staff in order for the school to have true institutional value. In addition to this staffing and cultural overhaul, TGS is working with Facilities Management to make improvements to the actual physical space of the school. These are changes that will reinforce the renewed stress on professionalism and that we are pleased to say are being made entirely within the current operational budget of the school. The following initiatives will be both for year one and ongoing.

Operations

Initiatives

- 1 Finalize restructuring of school staff; ensure leadership of individual units create high performance expectations and set clear responsibility and accountability for staff
 - Collaborate with Human Resources and Office of Training and Development to pilot Performance Excellence method of management and staff assessment
 - Develop new job descriptions for all staff that reflect new focus on excellence and accountability
- 2 Create up to date and updatable process manuals for all school units to ensure transparency of process and function and create ability to cross-train adaptable staff, as necessary
- 3 Review all transactions and functions with ceaseless attention to determine what could be shifted to a web-based process
 - Work closely with other University units, such as the Office of the Registrar, to determine what transactional changes are viable or consistent with their own process improvements

Infrastructure

Initiatives

- 1 Redesign web site in collaboration with University Relations for launch in fall 2005
 - Site will be more navigable and better resource for all users: faculty, students, prospects, and staff
 - Utilize web as tool to improve service and transactions with constituents
 - New server in place spring 2005 facilitates these improvements within current budget
- 2 Implement three-year technology replacement plan and expend funds accordingly to upgrade systems

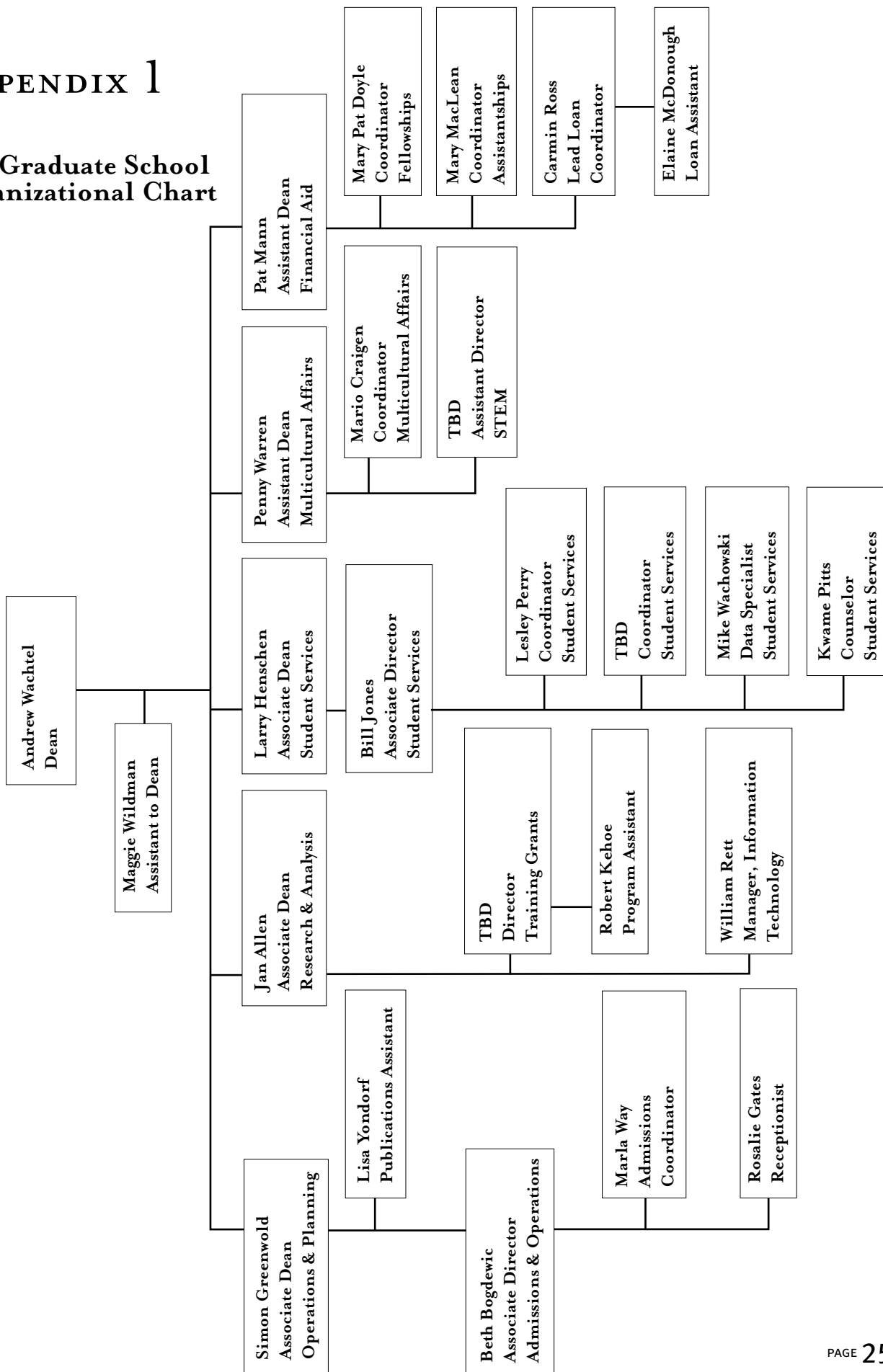
Development

Initiatives

- 1 Continue work with Office of Development to determine a viable strategy for fund-raising for graduate education
- 2 Improve alumni outreach efforts
 - Ensure all alumni receive electronic version of The Graduate School Quarterly
 - Engage alumni in potential recruitment opportunities for graduate study

APPENDIX 1

The Graduate School Organizational Chart



APPENDIX 2

Northwestern University Ranked Doctoral Programs, Top 25 2004 U.S. News and World Report

Materials Science and Engineering	(4)	History	(15)
Speech Language Pathology	(4)	Psychology	(17)
Economics	(8)	Political Science	(20)
Sociology	(9)	Clinical Psychology	(21)
Applied Mathematics	(12)	Mathematics	(21)
Chemistry	(12)		

NB: A number include in these rankings.

Doctoral Applications, Admissions, and Matriculation by Domestic Majority, International and Minority: 2000-2004

		2000	2001	2002	2003	2004
Applications	Majority	2410	1868	2344	2921	3345
	International	3308	3817	4039	3835	3118
	Minority	198	184	201	246	280
	Total	5916	5869	6584	7002	6743
Admissions	Majority	712	643	779	818	784
	International	380	396	324	299	264
	Minority	65	52	74	64	71
	Total	1157	1091	1177	1181	1119
Matriculation	Majority	225	234	298	285	285
	International	183	179	152	140	110
	Minority	22	21	26	31	39
	Total	430	434	476	456	434
Yield	Admitted	20%	19%	18%	17%	17%
	Matriculated	37%	40%	40%	39%	39%

Doctoral Matriculation and Enrollment: Fall 2000-2004

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	New	Total	New	Total	New	Total	New	Total	New	Total
Kellogg School of Management	21	86	16	88	27	98	30	113	19	110
School of Education and Social Policy	8	61	10	61	15	59	12	70	11	67
WCAS Division I	91	346	90	381	105	418	108	467	75	475
WCAS Division II	66	322	77	349	70	344	72	358	80	374
WCAS Division III	30	139	32	136	27	137	34	148	30	155
School of Music	3	16	4	16	2	19	5	20	6	19
School of Communication	25	157	23	137	28	143	25	147	27	153
McCormick School of Engineering	133	562	121	565	146	620	123	652	135	688
Neuroscience Institute	19	70	13	71	16	80	17	92	23	105
Sociology and Organizational Behavior	1	7	0	7	1	7	1	6	0	4
Joint Garrett/NU Program	0	14	0	6	0	3	0	0	0	0
Chicago/Medical/Life Sciences	30	152	44	163	32	157	47	172	45	186
TOTAL DOCTORAL	427	1932	431	1980	469	2085	474	2245	451	2336

NB: This report does not include advanced students that have chosen not to register.

Doctoral Registered Time-to-Degree: 1997-2003

	1997	1998	1999	2000	2001	2002	2003
Northwestern	7.0	6.8	6.8	6.7	6.6	7.0	6.9
Science, Engineering	6.8	6.5	6.5	6.6	6.5	6.5	6.5
Arts, Humanities, Social Science	8.0	8.1	7.9	7.6	8.2	8.0	8.0
Doctoral Research/ Extensive Institutions	7.2	7.3	7.3	7.3	7.4	7.5	7.5
All Doctoral Institutions	7.3	7.3	7.3	7.4	7.5	7.5	7.5
Science, Engineering	7.0	7.0	7.0	7.0	7.0	7.0	7.1
Arts, Humanities, Social Science	8.4	8.4	8.5	8.3	8.6	8.6	8.6

Doctoral Degrees Conferred 1997-2004

	1997	1998	1999	2000*	2000/01	2001/02	2002/03	2003/04	Totals	Percentages
Engineering	100	101	100	45	105	77	83	104	715	30%
Social Sciences	66	66	54	26	61	41	51	44	409	17%
Physical Sciences	42	37	44	18	54	57	42	29	323	14%
Life Sciences	32	42	46	18	38	23	24	39	262	11%
Communication	27	28	28	12	23	29	13	26	186	8%
Humanities	23	20	14	8	18	21	23	11	138	6%
Business	12	12	15	11	7	14	17	19	107	5%
Education	13	17	10	3	13	11	10	7	84	4%
Clinical Psychology	13	9	12	7	5	7	2	5	60	3%
Music	9	5	2	0	3	1	3	9	32	1%
Mgt/Orgs/Society					11	1	0	2	14	1%
Joint Garret/NU					8	8	7	1	23	1%
	337	337	325	148	346	290	275	296	2354	100%

* Doctoral degrees conferred in 2000 represent degrees conferred in June 2000 only.

2004 Doctoral Placement Report

Initial Placement of December 2003 and June 2004 Northwestern Ph.D. Recipients

TGS conferred 140 doctoral degrees in December 2003 and 161 doctoral degrees in June 2004. Of these 301 degrees awarded, 5% (15) were awarded to minority recipients. Of the 2003-2004 doctoral graduates, 93% have known placements. 34% are employed in academia, 28% are in post-doctoral positions (university, government, and industry), 25% in private positions (business and industry), and 3% in government. 2% of graduates are reported as other, 1% was still seeking employment at the time of the June 2004 survey.

Academic Placement

34% (102) of the 301 graduates are employed in the academic sector. Fifty six (18% of 301) are in tenure track positions. 10% of the total number of graduates (30 of 301) report academic employment in non-tenure track positions that include adjunct, visiting, instructor, and administrative positions. Of the 56 tenure-track placements, 24 are at Research I institutions and four are at Research II institutions. One is at Northwestern. Of the 30 students in non-tenure track positions, eleven are at Northwestern.

Post-doctoral Placement

28% (84) of the graduates are in post-doctoral positions. Of the 46 post-doctoral fellows at Research I institutions, 26 are at Northwestern. Remaining post-doctoral appointees were employed in other universities (Research II, Doctoral I, and Doctoral II), government research laboratories, private and corporate labs, academic institutions abroad, and specialized academic institutions, such as the Salk Institute.

