

A C T I O N   A N D  
A S S E S S M E N T   P L A N

**A strategic plan for moving Northeastern University  
into the ranks of the of nation's top 100 universities**

*Fall 2006*



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**Higher Learning. Richer Experience.**

<p><b>Our Competitive Goal</b></p> <p>To achieve recognition among the top 100 universities in the country in this decade</p> <p><b>Our Aspiration</b></p> <p>To achieve excellence as a national research university that is student-centered, practice-oriented, and urban</p> <p><b>Our Vision</b></p> <p>To be the undisputed leader in creating the nation’s most comprehensive and dynamic model of practice-oriented education</p>
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**History and Context**

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The Action and Assessment Plan was originally developed as the University prepared for its decennial accreditation with the New England Association of Schools and Colleges in 1998. It was in that context that the five categories of the aspiration emerged and became the framework for the development of the goals and measures contained in the plan. Since that time, the planning process has continued to evolve and individual unit plans have been developed in both academic and administrative areas. These unit plans are designed to articulate ways in which each unit will support the goals of the Action and Assessment Plan, as well as the unique operational goals that will enhance each unit’s effectiveness.

As the plan has matured, the ambition of the University to be ranked among the top 100 universities in the nation has added focus to the planning agenda and enabled the institution to crystallize its thinking about the priorities that must be set to achieve our aspirations. We are driven by a unique window of opportunity during which time the population demographics will yield a steady increase in students seeking to enter postsecondary education through 2008. Accordingly, it is imperative that Northeastern be repositioned competitively among national universities while this window remains open, before the population demographics begin a downward slope. To accomplish this, our primary focus is set on four critical areas that affect the way in which Northeastern is compared to other national universities:

- Student quality and selectivity
- Student success as measured by retention and graduation rates
- Faculty and financial resources
- Academic reputation and research

These strategic priorities are coupled with a set of values that embody the heart and soul of Northeastern University. While the University community works toward accomplishing our competitive goal of top 100 status, we must not sacrifice our historic commitments to Cooperative Education and the development of a broader practice-oriented approach to education, to providing access and support to under-represented and economically disadvantaged students, and to an urban focus that is not only manifested in Boston, but serves as a national model for other colleges and universities. Our strategic priorities and historic values, therefore, drive the programmatic initiatives contained in the Action and Assessment Plan and are represented in the aspiration of Northeastern University to be a National, Research University that is Student-Centered, Practice-Oriented, and Urban.

In order to measure our progress during the implementation of this plan, the University has selected a set of benchmark institutions that in general represent the type of university we aspire to become. There is no perfect comparator institution for Northeastern, especially given the defining characteristics of Cooperative Education. However, many of the key indicators we need to track can be meaningfully compared to a standard set of institutions. Accordingly, the various goals and measures in the plan have been set with an understanding of the competitive environment in which the University operates.

The benchmark institutions were selected with the following criteria in mind:

- Private research universities
- Ranked primarily in the second tier of the *U.S. News* rankings of national universities
- Located primarily in urban areas
- Comparable enrollment and academic profiles

Even with these similarities, there are certain comparisons for which we will seek additional or different comparators. These include some admissions and enrollment indicators, which often need to incorporate regional public institutions, and research awards and expenditures given the outstanding progress the University has made in attracting research funding. In addition, each of the colleges, and in some cases academic departments will develop lists of comparators for specific analyses related to faculty compensation, faculty teaching loads, enrollment trends, and research funding. The standard benchmark group for the University as a whole includes the following institutions:

**U.S. News Rank**

	2004 ed.	2005 ed.	2006 ed.*
Boston College	40	37	40
Rensselaer Polytechnic Institute	48	46	43
Syracuse University	55	52	50
George Washington University	51	52	53
Boston University	64	56	60
Fordham University	84	70	68
Southern Methodist University	73	71	71
American University	99	86	85
Marquette University	91	90	85
University of Denver	87	90	85
Drexel University	123	106	109
Loyola University – Chicago	99	111	115
Duquesne University	Tier 3	Tier 3	Tier 3

\*In rank order for 2006 ed.

In support of this aspiration the University must also be committed to integrating the goals set for the University with those presented by each unit, and aligning the planning and budgeting processes in order to ensure that the priorities outlined inform resource allocation decisions. Accordingly, we must ensure the following:

- Each college, division, and department will contribute to the University's aspiration by developing and maintaining a unit plan, including a set of strategic goals, which align with the University's Action and Assessment Plan and articulate the unique ambitions of each unit.
- The institution evolves as a self-reflective learning organization by implementing processes to assess effectiveness of the University and ensure that our goals are being met.
- The work of the University Planning Council and the Fiscal Advisory Committee is coordinated to ensure that priorities of the plan are reflected in the allocation of resources.
- Faculty, staff, and administrative officers are evaluated on criteria that support the aspiration of the University.

## National

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Northeastern University is nationally recognized for academic and scholarly excellence and enrolls students from all fifty states and more than 119 countries. Such recognition is measured by many indices, but manifested in part by the University's standing in the national rankings, especially those related to academic reputation. Success in enhancing the University's national profile will result from our commitment to the following set of programmatic initiatives that provide a backdrop for the specific goals and measures we will use to track our progress.

- Admit and retain students with strong academic qualifications and the capacity to contribute to the life of the University.
- Develop admissions criteria used in a comprehensive review in order to continue to admit and enroll undergraduates who demonstrate academic potential, and skills in leadership, creativity, and innovation, historically valued by the Northeastern community.
- Provide adequate financial aid programs to attract students and enable them to complete their programs of study.
- Attract outstanding faculty, promote excellence in teaching and scholarly activity, and provide adequate compensation and support for faculty development.
- Increase the diversity of students and faculty in order to ensure access to underrepresented populations and enhance the richness of the teaching/learning experience.

- Promote the academic excellence of the University and the richness of experience offered through Cooperative Education and other models of Practice-Oriented Education.
- Achieve national success in intercollegiate athletic programs building pride and camaraderie in the campus community and enhancing awareness of the University in the general public.
- Expand our vibrant and committed alumni organization, active in supporting the University's programs and fundraising efforts.

## National Goals and Measures

- 1** Attract students to our undergraduate, graduate, and professional programs from across the nation and the world who are characterized by academic achievement and ethnic and socioeconomic diversity appropriate for a national university.
  - a.** Increase the number of applications for freshman admission from the 2001 level of 16,178 to 25,500 applications annually by 2008.
  - b.** Improve our selectivity by lowering the freshman admission rate from the 2001 level of 62.5% to 39% by 2008.
  - c.** Maintain yield of admitted freshmen above 27% as the academic profile of applicants and enrolled students continues to strengthen.
  - d.** Increase the percentage of freshmen who are ranked in the top 10% of their high school class from 21% in 2001, to 36% by 2008.
  - e.** Raise the average combined SAT score for freshman from the 2001 level of 1139 to 1250 by 2008.
  - f.** Increase the percentage of applicants with SAT scores above the national average from the 2001 level of 70% to a level of 80% by 2008.
  - g.** Achieve a geographic distribution of freshmen by 2008 that will include the following: 26% from Massachusetts, 16% from the rest of New England, 36% from the Mid-Atlantic Region, 6% from the west, 10% from the rest of the US, and 6% international.
  - h.** Enroll an economically diverse class, which at a 32% discount rate (on the whole) is financially able to persist to graduation.

- i. Maintain the proportion of enrolled freshman from families with financial need by ensuring that a minimum of 15% of each incoming class is eligible for a Pell Grant.
  - j. Increase the overall percentage of full-time undergraduate students who come to Northeastern with diverse racial/ethnic backgrounds, from the fall 2001 level of 19.6% to a level of 23.0% by the fall of 2008 (2000 peer mean: 20.6%). This diverse profile should be comprised of approximately 8.0% African American, 9.0% Asian American, and 6.0% Hispanic students.
  - k. Increase the overall percentage of full-time graduate students who come to Northeastern with diverse racial/ethnic backgrounds, from the fall 2001 level of 13.9% to a level of 16.0% by the fall of 2008 (2000 peer mean 20.2%). This diverse profile should be comprised of 6.0% African American, 6.0% Asian American, and 4.0% Hispanic students.
- 2** Attract and retain highly qualified tenured and tenure-track faculty members with demonstrated excellence in teaching, research, and related scholarly and artistic activity.
- a. Compensate faculty at levels commensurate with other national universities, as measured by departmental comparisons of relevant academic disciplines for full professors, associate professors, and assistant professors.
  - b. Increase the proportion of faculty members, who have achieved recognition in their academic disciplines and professional fields of study through fellowships, honors, and awards.
- 3** Recruit and retain a diverse community of faculty appropriate for a national university.
- a. Increase the overall percentage of full-time tenured and tenure-track faculty with diverse racial/ethnic backgrounds from the fall 2001 level of 14.3% to a level of 18% by the fall of 2008 (1999 peer mean: 11.0%). This diverse profile should be comprised of 6.0% African American, 9.0% Asian American, and 3.0% Hispanic faculty members.
  - b. Increase the overall percentage of non-tenure track, full-time faculty with diverse racial/ethnic backgrounds from the fall 2001 level of 9.3% to a level of 14% by the fall of 2008 (1999 peer mean: 11.8%). This diverse profile should be comprised of 6.0% African American, 5.0% Asian American, and 3.0% Hispanic faculty members.

- 4** Recruit and retain a diverse community of staff members appropriate for a national university.
- a. Increase the overall percentage of full-time executive, administrative, and managerial staff with diverse racial/ethnic backgrounds from the fall 2001 level of 13.3% to 23% by the fall of 2008 (1999 peer mean: 9.9%). This diverse profile should be comprised of 15% African American, 3.5% Asian American, and 4.5% Hispanic staff members.
  - b. Increase the overall percentage of other full-time professional and administrative staff with diverse racial/ethnic backgrounds from the fall 2001 level of 18.2% to 21.0% by the fall of 2008 (1999 peer mean: 15.8%). This diverse profile should be comprised of 12% African American, 5% Asian American, and 4% Hispanic staff members.
  - c. Increase the overall percentage of technical, clerical, skilled crafts, and service/maintenance staff with diverse racial/ethnic backgrounds from the fall 2001 level of 30.2% to 33% by the fall of 2008 (1999 peer mean: 32.7%). This diverse profile should be comprised of 22% African American, 3% Asian American, 8% Hispanic staff members.
- 5** Strengthen our alumni organization at both regional and national levels.
- a. Increase the number of alumni and prospective alumni who are served by alumni programs and events from 5,603 in 2003 to 10,000 in 2008.
  - b. Develop an effective alumni volunteer organization that leverages outreach efforts to various constituencies within the alumni and prospective alumni populations.
    - Increase the number of volunteers managed by the Office of Alumni Relations from 98 in 2003 to 300 in 2008.
  - c. Build the electronic community of alumni by increasing the total number of alumni for whom we have at least one email address from 31,000 in 2003 to 50,000 by 2008.
  - d. Increase alumni outreach through affiliated groups from 11 in 2003 to 33 in 2008.

- e. Become a more "national" alumni organization through e-communication, developing campus partnerships, and building six regional alumni clubs outside of Boston.
  - f. Increase the annual rate of alumni participation from the 2005 level of 10% in 2005 to 12% in 2008.
- 6** Improve the national reputation and visibility of our intercollegiate athletics program.
- a. Align our athletic program with institutions that share our aspirations for national success by 2008.
  - b. Achieve a top 100 ranking in the NACDA Directors Cup awarded for overall athletic success by 2008.
  - c. Develop nationally innovative programs to ensure that student-athletes are succeeding in the classroom and are positively involved in local community activities.
- 7** Increase the overall strength, quality and stature of our undergraduate, graduate, and professional programs and improve our standing in the most significant national rankings. (Note: Goals for national rankings are generally set for 2010 rather than 2008 to allow for the time lag in data collected through external surveys.)
- a. Achieve a ranking among the top 100 universities in the nation by 2010.
  - b. Achieve national graduate school rankings among the top 50 programs in Engineering, the top 75 programs in Business, and the top 70 Law Schools by 2010.
  - c. Increase our presence in the academic reputation rankings for specialty areas in undergraduate, graduate, and professional programs.
  - d. Increase graduate revenues above and beyond tuition increases by 2% each year through fiscal year 2008, while maintaining an appropriate balance of master's and doctoral student enrollments in each of our graduate programs.

## Research

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Research and related scholarly and artistic activity takes many forms in relationship to the unique character of each academic discipline. While sponsored research, particularly in the areas of science, engineering, and technology, is essential to demonstrating excellence in research at the university level, research that is not supported by external grants also plays a significant role in the intellectual life of the University. In addition, engaging undergraduate students in the practice of research has an especially important impact on their learning, as well as their personal and professional development. Accordingly, it is central to Northeastern's mission that all forms of scholarly and artistic activity be acknowledged, supported, and celebrated across the University.

Over the past several years, Northeastern has demonstrated excellence in research by increasing annual research expenditures from \$40 million in 2001 to over \$53 million in 2005. Continued success, as outlined in the goals below, rests on our capacity to increase on-going participation of faculty in seeking sponsored research funding, to encourage increased collaboration in interdisciplinary research, and to develop areas of research that will yield larger levels of funding. To enable the expansion of our research program, we recognize the importance of creating an environment in which our research program can succeed at the level to which we aspire. The following action steps are necessary to provide a foundation for success as we develop an implementation strategy:

- Build strategic areas of research through the Academic Investment Plan including biotechnology, nanotechnology, sensing and imaging, and urban and public policy.
- Invest in new research centers and institutes that will encourage interdisciplinary research and move aggressively to attract increased levels of funding.
- Attract and retain tenured and tenure-track faculty with expertise in research and a history or potential for obtaining research funding.
- Provide an appropriate infrastructure for research including: space, technology, equipment, start-up funding, administrative services, environmental health and safety, and staff support.
- Enhance graduate programs in research fields and provide sufficient support to attract and retain highly qualified graduate students.
- Enhance undergraduate involvement in research-based intellectual collaborations with faculty and provide sufficient means by which to promote and encourage these opportunities.

### Research Goals and Measures

- 8** Increase research, publication, and related scholarly, professional, and artistic activity among tenured and tenure-track faculty, at levels appropriate for each discipline, within each department and college.
- a.** Establish benchmarks and goals for research, publication and related scholarly and artistic activity of the faculty by 2008 using the Delaware Study of Out-of-Classroom Faculty Activity.
- 9** Increase sponsored project support from the federal government, corporations, and foundations as outlined below:
- a.** Increase the total awards received from all sources of funding during the 2000-01 fiscal year level of \$41.5 million to \$60.2 million by the 2008 fiscal year. [Note: This represents an increase of \$9 million for existing/replacement faculty and \$18 million from new faculty (approximately \$300,000 per new faculty member in the science/engineering, plus modest increase from other faculty)].
- b.** Increase total federal expenditures for research from the 2000-01 fiscal year level of \$23.5 million to 50 million by the 2008 fiscal year.
- c.** Increase the total expenditures for research and sponsored projects from the 2000-01 fiscal year level of \$40.0 million to \$67.0 million by the 2008 fiscal year.
- d.** Increase the total indirect cost recovery for the University from the 2000-01 fiscal year level of \$7.3 million to \$12.7 million by the 2008 fiscal year.
- e.** Improve our standing among national universities for federally sponsored research as reported by the National Science Foundation from the 2000 ranking of 132 to a ranking of 115 by 2010.

### Student-Centered

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The centerpiece of Northeastern's mission is the education of students, which occurs in a variety of settings. Creating a rich, diverse experience that will enable students to grow personally, professionally, and intellectually requires the following:

- Faculty and academic departments, committed to creating a rigorous, yet supportive, learning environment for both undergraduate and graduate students.
- Administrative offices and student services in all parts of the University, dedicated to providing students with prompt, reliable, cheerful service as appropriate to their particular responsibilities.
- Co-op placements that provide an appropriate level of challenge and support, and enable the student to engage in self-discovery and advance in professional skill.
- Academic and professional advising, as well as personal counseling, to support student development.
- State-of-the-art classrooms, laboratories, libraries, learning centers, computer labs, off-site facilities, and virtual or distance classrooms that support student learning.
- Student living environments and co-curricular and extracurricular programming and recreational opportunities that provide students with a supportive environment that allows them to develop personally and professionally.
- Convenient, relevant, and academically rewarding undergraduate, graduate, and continuing education programs for nontraditional students delivered both in classroom settings and by distributed learning opportunities.
- Coordinated support programs for students from low-income and disadvantaged backgrounds, and students who are academically at risk.
- Challenging honors programs for students who have demonstrated strong academic ability.

### Student-Centered Goals and Measures

- 10** Retain and graduate students at a level commensurate with a high quality, nationally recognized private university.
- a.** Increase the freshman to sophomore retention rate from 83.5% for the cohort that returned for the fall of 2001, to 85% for the cohort returning in the fall of 2004, and 87% for the cohort returning in the fall of 2008.

- b. Increase the year-one retention rate of transfer students from 84.1% for the cohort that returned for the fall of 2001, to 85% for the cohort returning in the fall of 2004, and 87% for the cohort returning for the fall of 2008.
  - c. Increase the six-year graduation rate of undergraduate students from the 2001 level of 52.7% (cohort entering in the fall of 1995), to 60% by 2004 (the cohort entering in the fall of 1998), and 70% by 2008 (the cohort entering in the fall of 2002).
- 11** Enhance the quality of the learning experience for student by maximizing the opportunities for interaction among students and faculty.
- a. Increase the percentage of class sections with enrollments below 20 from the 2001 level of 39% to 48% by 2008.
  - b. Decrease the percentage of class sections with enrollments above 50 from the level of 13% in 2001 to 8% by 2008.
  - c. Lower the ratio of full-time undergraduate students to tenured/tenure track faculty from 25:1 to 22.5:1 by 2008.
  - d. Increase the percentage of student credit hours taught by tenured and tenure-track faculty to a level above 50% by 2008.
- 12** Increase levels of student satisfaction with programs and services offered at the University for undergraduate students.
- a. Improve indicators of student satisfaction as measured by the Noel-Levitz Student Satisfaction Inventory for items related to satisfaction with:
    - Campus Life
    - Concern for the Individual
    - Service Excellence
    - Student Centeredness

## Practice-Oriented

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Typically, a university education follows one of two paths—either professional education designed to prepare students for practical pursuits through rigid, highly prescribed curricula, or liberal arts, which explores a rich variety of subjects and methodologies but which has often limited interaction with the world of work. Practice-oriented education differentiates itself from these two forms by placing itself at their juncture. In so doing, it forges pathways between the world and the academy, builds bridges between the professional schools and arts and sciences, and brings the world into the classroom and takes the classroom into the world. Success in developing this model of Practice-Oriented Education rests on our ability to provide the following:

- Unique curricular approaches that combine learning in the arts and sciences, with professional education, and cooperative education. Each of our undergraduate programs of study is designing an integrated learning model that brings together these theoretical and experiential dimensions in order to create a richer learning experience for our students.
- A robust program of cooperative education that is recognized nationally, and dedicated to providing students with the strongest possible education and employment experiences.
- A rich array of practice-oriented experiences throughout the programs of the University including: cooperative education, study abroad, service learning, undergraduate research, clinical practice, practica, internships, and student teaching.
- A national and international presence in cooperative education through representation on the governing boards of co-op associations and publication of articles in both co-op and disciplinary related journals.
- High-quality offerings in the arts and sciences and professional programs that are both strong in traditional disciplinary terms and include a special emphasis on applications to non-academic contexts.

### Practice-Oriented Goals and Measures

- 13** Achieve a high degree of integration between our programs of professional, liberal, and cooperative education and become a national destination of choice for practice-oriented education.
- a. Encourage and enable each full-time undergraduate student to participate in a rich array of practice-oriented education experiences during the course of his or her academic career including, cooperative education, study abroad, service learning, undergraduate research, clinical practice, practica, internships, and student teaching.

- b.** Expand the number of curricular opportunities and increase the number of graduates completing programs of study with double majors, dual degrees, and degree minors. (2005 baseline: of 156 double majors, 430 degree minors, and 5 dual degrees)
  - c.** Demonstrate increasing levels of undergraduate students and recent graduates reporting that their classroom learning has been enhanced through participation in cooperative education and other practice-oriented experiences as they progress through the course of their academic careers.
  - d.** Demonstrate increasing levels of undergraduate students and recent graduates reporting that they have been able to apply the skills/knowledge they gained in the classroom to their cooperative education assignments and other practice-oriented education experiences as they progress through the course of their academic careers.
  - e.** Demonstrate increasing levels of undergraduate students and recent graduates reporting that cooperative education and other practice-oriented experiences has helped them to integrate concepts in their major as they progress through the course of their academic careers.
  - f.** Demonstrate increasing levels of undergraduate students and recent graduates reporting that Northeastern University does a good job integrating academic learning with cooperative education and other practice-oriented experiences as they progress through the course of their academic careers.
- 14** Sustain a program of cooperative education dedicated to providing students with the strongest possible education and employment experiences.
- a.** Maintain a ratio of available jobs to students (measured at the beginning and end of each placement cycle) that exceeds 1:1 for the University, for each college, and by co-op job level.
  - b.** Maintain a cohort tracking analysis that measures the placement outcomes for each student who is identified as a potential co-op student for each placement cycle.
  - c.** Increase the geographic distribution of co-op placements for each academic year exceeding the 2005 baseline of 17% outside of Massachusetts and 1% international.
  - d.** Maintain the number of placements developed by co-op coordinators at or above 90%.

- e.** Maintain the overall participation level in cooperative education for each graduating class at or above 90%.
  - f.** Design and implement a co-op job quality index that will measure overall job quality for the University, for each college, and by job level.
  - g.** Demonstrate increasing levels of students reporting that their co-op experiences have met or exceeded their expectations.
- 15** Achieve a degree of success beyond the norm for research universities in preparing our graduates for employment and graduate/professional education opportunities that are aligned with their long-term career plans.
- a.** Increase full-time employment/graduate school enrollment rate for recent graduates from 85% in 2001 to 90% by 2008, nine months after graduation.
  - b.** Maintain a higher median nominal salary for recent graduates employed full-time, compared to the national norm through 2008.
  - c.** Track and report the percentage of recent graduates indicating that their current job is (1) related to their major, (2) related to their long-term career goals and aspirations, and/or (3) an opportunity to explore a potential career path.
  - d.** Reach and maintain at 95% through 2008, the percentage of recent graduates indicating that they felt much or somewhat better prepared for their jobs as a result of their participation in co-op, compared to other college graduates who did not participate in co-op.

## Urban

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Northeastern University is uniquely qualified to serve as a National model for demonstrating ways in which an urban university can organize and utilize its resources to benefit its surrounding community, and to enable students to utilize the abundance of academic, cultural, recreational, and volunteer and service learning opportunities available. This commitment is manifested in the resources that have been committed to developing programs and services for the community, as well as curricular and co-curricular programs with a distinct urban focus. The urban mission of the University is guided by the following set of principles:

- Support and strengthen the University's ability to reach top 100 status.
- Recognize and build upon the work of the many urban-related organizations and initiatives that are already in operation.
- Continue to play an active role in the City of Boston by promoting faculty, staff, and student engagement in civic activities, volunteerism and service learning projects, and where possible linking these initiatives to our academic programs.
- Work in partnership with members of the communities surrounding the University to improve the economic, social, and environmental quality of life for local residents.
- Serve as an intellectual engine on urban issues by playing a convening role for both experts and key community participants.

### Urban Goals and Measures

- 16** Promote academic excellence and expand access to educational opportunities for Boston area students.
- a.** Enhance the efforts related to professional development for teachers, particularly in science, math, engineering, and technology.
  - b.** Increase the effectiveness and visibility of programs designed to improve the academic performance of Boston area students.
  - c.** Develop our relationship with the Health Careers Academy into a premier partnership with the Boston Public Schools and the City of Boston.
  - d.** Expand efforts to recruit, support, and retain Boston area students at Northeastern University.

- 17** Promote community and economic development in Boston, particularly in the neighborhoods surrounding the University.
- a.** Collaborate with local health-related organizations to develop interventions designed to improve health conditions among urban communities.
  - b.** Extend the development of partnerships with local health care providers and seek opportunities for joint projects and funding opportunities with both public agencies and private foundations.
  - c.** Play a leadership role in developing plans for the economic development of the neighborhoods surrounding the campus.
  - d.** Develop a local and minority purchasing initiative that provides access and support for businesses located in the surrounding community seeking to do business with the University.
- 18** Coordinate academic and research opportunities across the University, for faculty and students to focus on urban issues.
- a.** Promote communication and collaboration among the urban-focused schools and centers at Northeastern University.
  - b.** Develop an Urban Research Council to discuss urban-related research opportunities.
  - c.** Promote the University's commitment to civic engagement by building connections between academic excellence and community involvement through service learning initiatives.
  - d.** Provide a platform for the collection, analysis, and dissemination of data to address national urban issues.
  - e.** Contribute to the dialogue on urban issues by playing a convening role for local, regional, national, and international leaders to discuss critical urban policy challenges.



**Northeastern**

U N I V E R S I T Y

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**Higher Learning. Richer Experience.**