REPORT OF THE REACCREDITATION EVALUATION TEAM FOR
PURDUE UNIVERSITY (WEST LAFAYETTE)

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I. INTRODUCTION

The Evaluation Team appointed to review Purdue University (West Lafayette) for
Reaccreditation submits its report herewith. The report is the product of an intensive review and
extended discussions conducted at Purdue over a two and one-half day period during which time
team members met with the President of the University and its Board of Trustees, members of
the executive leadership team, deans of all schools, and faculty, students and staff from all walks
of academic and academic support unit life across the campus - in all, over 400 individuals in 40
different substantive settings. It is the product of close study of a broad array of materials,
including a candid and thoughtful Self-Study, provided members of the team before the visit. It
is the product as well of discussions held by the team collectively and in smaller groups during
the course of its time on campus. The team had free access to members of the university
community, six meetings having been scheduled at the request of members of the team in
addition to those originally planned. One of the six meetings was convened with key faculty and
academic administrators in the Krannert School of Management to review the organization,
curriculum, staffing and funding of the School’s Executive Master of Science in Management
Program being initiated in Hanover, Germany.

Purdue continues to be one of America’s outstanding research universities. It has enjoyed
accreditation continually since 1913, the last review having been conducted in 1990. It continues
to possess centers of academic excellence, many of which rank among the nation’s best. It has
enjoyed outstanding and visionary executive leadership over the past two decades that is

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recognized nationally complemented by a proud and supportive Board of Trustees. Purdue is an attractive and inviting campus, with a well maintained physical plant interspersed with park-like areas that contribute to a sense of quietude amidst the energy that characterizes the intellectual life in the buildings they link and adjoin. It contributes impressively to the welfare of the people of Indiana. Those who think, study, and work at the university enjoy doing so there; it is felt to be a good place to be. There is pride in the institution, in the quality of its programs and its faculty, in the attentiveness it extends to its students, and in the quality of life the university community and its environs provide, all this particularly given the relatively low level of state funding the university receives and the comparatively low level of tuition that it charges its students. There is concern, however, a concern shared by the evaluation team, as to how long these qualities can be sustained under the present levels of funding in the intensely competitive national environment that has come to characterize American higher education. The team wishes to further observe that the university leadership has devoted considerable thought and effort to addressing each of the concerns raised by our predecessor team a decade ago. The university has made impressive progress and deserves commendation for the many positive results it has achieved.

Given these general observations and judgements, the evaluation team wishes to note at the outset that it is unanimous in its recommendation that reaccreditation be extended Purdue University without reservation or stipulation, and that NCA approval be extended the Krannert School MBA program.

The remainder of the report is divided into the following sections: 1) an evaluation for
affiliation wherein we examine the organization and performance of the university, including both the schools and major areas of academic support and activity, in terms of the five criteria for accreditation; 2) our evaluation and recommendation concerning the Krannert School of Management's newly initiated Masters program in Hanover, Germany; 3) advice and suggestions for improvement; and 4) our formal recommendation and its attendant rationale, including our appreciation of institutional strengths and challenges.

II. EVALUATION FOR AFFILIATION

In preparing for the visit, members of the evaluation team studied the Self-Study prepared by the university as well as other documents made available by the university liaison. Preparation of the Self-Study was well organized and carefully done. Separate university committees were established to study and report on each of the Criteria as they apply to Purdue; chairs of these committees with some augmentation constituted a Steering Committee that coordinated the Self-Study. There was broad representation from the university community on these committees and broader involvement still in the overall process. The evaluation team was mindful of the five criteria during its campus visit. Strong congruency was found between what they saw during the visit and what they read in the Self-Study before it. In its final meeting, the team discussed each of the General Institutional Requirements as they apply to Purdue University. It is our judgement that the university effectively meets all of the GIs as set forth by NCA; the explication of the same is set forth with validity in the Self-Study report and requires no further elaboration here.
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Criterion One: "The Institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education."

The continuing mission of the university is focused on "the discovery, dissemination and application of knowledge and encompasses the inseparable functions of education, research and service." As the State of Indiana's land-grant university, it offers the only public university comprehensive programs in the state in the areas of agriculture, engineering, pharmacy, and veterinary medicine, all of which are highly regarded nationally. During the recent past, shorter-range university goals have been established by the President of the University following the reports and subsequent campus-wide discussions that evolved from the work of three major task forces and other ad hoc committees, the former including the Task Forces on The Future Directions of the University, Undergraduate Education, and Faculty Productivity. The goals and the more specific initiatives that have derived from them have benefitted from the involvement of faculty, students and staff as it has from the academic and academic support leadership and the Board of Trustees. Furthermore, individual schools maintain regularly updated strategic plans that appear to evolve from discussions of the faculty and academic leadership.

Information about purposes, programs, and initiatives is communicated through various publications, brochures and other outlets appropriate to particular publics. Presentation and discussion of the same also occurs in the forum of the University Senate as well as in various venues within the broader public.

The intellectual product of the university is buoyed by a commitment to free inquiry, freely attested to by the faculty with whom we met. It is also reflected in the university's
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commitment to excellence in teaching, evidenced in the recent creation of a series of
Distinguished Professorships in Teaching as it is in the inauguration of a Teaching Academy, and
in the establishment of an Academic Park at the center of the campus that honors with an
impressive bronze plaque in pronounced public view in an adjoining building exemplary teachers
who have served the university and its students over the course of the institution's 130-year
history. In its Excellence 21 initiative embodying its commitment to continuous quality
improvement, the university has made explicitly and effectively evident its concern for its publics
as the components within the internal university community have for one another themselves.
Through its sustained campus-wide initiative for internationalization of its programs, the
university has emphasized its commitment to the broader interests of the world and of those who
study within its purview. Further, the thoughtful and sustained review and monitoring of student
outcomes assessment constitutes evidence of the commitment of the faculty and university
leadership to student learning and to its continuous improvement.

Criterion Two: "The Institution has effectively organized the human, financial, and physical
resources necessary to accomplish its mission."

Purdue has a strong and effective governance structure. Its Board of Trustees is composed
of members who take great pride in their university and its accomplishments, have a palpable
passion for it, and lend freely of their considerable talents, experience and energies to its care and
betterment. Purdue is perhaps unique among major American teaching and research universities
in that it has had but five presidents during the course of the twentieth century. It has benefitted
Purdue University (West Lafayette) enormously from the sustained strong, visionary and effective leadership of its current president for nearly two decades, a benefit that will last long into the next century. The university has also been particularly fortunate in having had sustained and effective leadership in both academic and financial matters, including an Executive Vice President for Academic Affairs who’s tenure exceeds that of most peers. The president and his executive team have developed what appears to be an extremely effective set of management relationships with the deans of schools and others in Purdue’s uncommonly decentralized authority structure; they have also created, maintained and nurtured the institutions and the culture of shared-governance with the faculty representatives who constitute the University Senate. The university has an outstanding faculty that, while not enjoying the same measure of material support as the faculties of peer institutions, is committed to the university and the fineness of its programs organized in a constellation of ten schools serving over 36,000 students and the academic regimens they pursue. The staff appear to be highly competent and committed to the welfare of their university.

Fiscal, Budgetary and Academic Affairs: The president and other senior executives of the university provide outstanding leadership in fiscal, budgetary and academic affairs. As Indiana’s land-grant university, Purdue is state-assisted and relies on the State of Indiana for approximately 27% of its operating revenues. While the actual state allocated dollars continues to increase the actual percentage of operating revenues received from the state is diminishing. There has been a decrease of approximately 8% since the last review. In spite of the challenge of state funding, the university has maintained and has increased financial resources through sound
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investment and fiscally sound practices. The budget process is participatory and has been extended over the past several years to include a broader range of stakeholders across the campus and includes discussion in appropriate forums of the university including those of the University Senate. This move toward broader sharing of budgetary data and criteria for allocative choices for comment is to be strongly encouraged.

The institution enjoys autonomy in the use of its funds and controls the establishment and periodic adjustment of student fees. In terms of tuition and fees as well as state appropriations per student FTE, however, Purdue ranks near the bottom of the Big Ten. This is a matter of particular concern in a university that is heavily oriented in its teaching, research and outreach mission toward engineering, technology and the sciences. While the leadership of the university has been sagacious in its utilization of funds, over the longer term the level of funding will have to increase if Purdue is to remain competitive among its peers in the Midwest and nationally.

The financial records of the institution are maintained on a cash basis during the year and adjusted to an accrual basis at the close of each year. The financial procedures of Purdue are sound and assure high compliance with sound financial practices of the best universities in the nation. Sound financial principles appear to be practiced at all levels of the university and work to assure the financial viability at all levels of operation. Financial reporting and practices are in compliance with the standards established by the authority setting bodies for higher education.

The long-range capital and financial plans for the university are also sound and based on correct principles. The plan provides wide opportunity for involvement by the faculty. Both the Executive Vice President for Academic Affairs and the Executive Vice President and Treasurer
work together to assure projects meet the academic needs of the University congruent with its
mission and vision as stated in guiding university statements.

Several concerns raised by our predecessors a decade ago concerned the relationship
between academic and financial planning and decision-making. In 1990, for example, the
reaccreditation team expressed the concern that "there is a perception that staff in the Business
Affairs Division make too many decisions that properly belong in the sphere of academic or
student services administrators." Discussions during the current NCA visit confirm that the
perception of that time was in fact the reality.

The situation in 1999 is far different. The Executive Vice President for Academic Affairs
(EVPAA) and the Executive Vice President and Treasurer (EVPT) have established a highly
effective working relationship; they meet regularly and frequently to discuss campus needs,
budget, personnel matters, facilities and campus infrastructure. Further, and importantly, the
EVPAA has full authority (subject to approval by the President) for allocation of funds (some 60
- 70% of the Purdue budget) to academic and academic support units. The EVPT participates in
budget presentations by the EVPAA to the President and has been supportive. Similarly, the
EVPAA participates in budget discussions between the EVPT and the President. An outstanding
and mutually supportive relationship exists between the two EVP's and the President. It is less
clear, however, whether such working relationships have been institutionalized, whether they
will continue when a new President is designated, or whenever changes occur in the two
executive vice presidential offices. Every effort should be made to ensure that such effective
collaborative relationships be maintained as well as the authority of the EVPAA with respect to
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academic priorities and allocations.

The EVPAA has a well-developed and effective budget process in place that insures accountability by academic units but, at the same time, provides flexibility to the academic support units and schools. For example, faculty lines are not controlled by the legislature or by the central administration of the university, but can be reconfigured to suit the needs of schools and other academic units. Faculty lines can be created and modified as needed. In the common parlance employed to describe similar arrangements at other universities, it appears that at Purdue “money is green.” This flexibility should be preserved. In addition, schools retain salary savings, and are able to carry-forward unexpended balances into future years. This policy encourages efficient use of resources. These policies along with results of periodic program reviews allow the schools and other academic units to plan effectively. The decentralized approach to budgeting appears to work well for Purdue.

While there is much to be said for a highly decentralized approach to budgeting and planning, there is some concern that there should be more emphasis on institutional planning and prioritization. Additionally, there is a need for the President and EVPAA to have sufficient funding to promote and nurture selectively new institutions, interdisciplinary programs, existing programs, and research infrastructure which are designated as University priorities. To a limited degree such flexibility already exists given that the EVPAA has some $2.5 million per year for investment and the President has an additional pool of $2 million which can be used for start-up funds for new faculty. But in order for Purdue to have the institutional nimbleness to compete effectively with the region’s and nation’s best institutions, it will be essential that the magnitude
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of funds available for central allocation and investment be substantially enhanced.

**Space and Facilities:** The university is both perceptive and prudent in the planning and management of its **space and facilities.** The master plan for Purdue University was developed in 1928, and has served as the guidelines for the development of the campus since then without major modification. The only exception has been the development and beautification of the internal campus by moving parking from the interior sections of the campus to the external areas of campus accommodating the parking needs with large multi-level parking structures. This movement of parking has provided additional parking to meet the ever-growing needs of the university community.

All new capital projects must pass a rigorous review before final approval by the President, the Executive Vice President for Academic Affairs and the Executive Vice President and Treasurer. This review and approval process, combined with the extensive school/college and campus review, appears to satisfy the campus users for involvement in the process while meeting the teaching and research mission of the university. The decision process for capital improvement and space usage appears to be collegial. The process appears to meet the usage needs of all sections of the campus and is congruent with the academic mission of the institution. Space usage guidelines are adapted from APA and are generally used as the space allocation model for the campus.

Utility management is excellent. The university co-generates power and works with Cinergy, the local Power Company, to optimize most efficient use of power across campus. The
rates realized through the program are some of the lowest in the country and constitute a model to be emulated. There is currently no deregulation of power usage in Indiana, which precludes competitive shopping for power rates which, if available, could reduce costs even more.

The general condition of buildings on campus is excellent, indeed in our estimation among the best in higher education. Built space is attractive and well maintained. Every campus building has been rewired to provide better computer connectivity throughout the campus. This upgrade now provides connectivity to both on and off campus users to university data warehoused information. With the continued addition of new buildings, particularly from donated funds, however, it will be necessary to assure that continued operational costs for the new square footage be carefully projected and sources of funding for the same known and secured.

Information Technology (IT) is a growth industry on campuses, and effective management of any university is becoming increasingly dependent on IT. With the passing of Year 2000 compliance issues will come renewed challenges of providing access to a variety of information, when and where it is needed, supporting effective collaboration and cooperation, and providing more effective services to the University community as a whole.

Faced with the problem of making administrative systems Year 2000 compliant, but not being confident that commercial products being developed in the mid 90's would meet the University's needs, Purdue decided to fix their existing administrative applications, rather than replace them. Software was developed at Purdue to identify and fix codes for existing systems.
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Addressing the Year 2000 problem did not resolve the need for new applications and functionality. Management Information's approach to this issue is to purchase commercial packages, if available, that can meet University needs. When this is not possible, it will develop functionality and applications itself. For example, a new development system that was purchased is ready to go into production. Student Services systems are being developed in-house using the SmallTalk object-oriented programming environment to provide Web access to legacy systems. Object-oriented programming should make it possible to create general solutions that can be applied to a variety of problems. A new Web-based procurement package was purchased that will provide the framework for developing electronic commerce and workflow functionality. Web access to sponsored program financials will be developed using software from MIT.

Developing administrative systems in-house has the advantage of creating the functionality you want, while hopefully not simply transferring historic, paper-based processes. But, the cost of developing and maintaining in-house systems is potentially very high. And, as the number of Purdue-developed solutions and commercial packages being deployed increases, the problem of integrating these resources into a unified environment will likely grow in complexity. Once the dust settles on Year 2006 conversion and the initial deployment problems have been resolved, Purdue should remain open to reevaluating major commercial administrative systems, especially in areas where in-house development and custom integration have proven more difficult or costly than expected.

We also take note that the Purdue Academic Computing Environment (PACE) project to
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create a unified identification, authentication, and authorization system is critically important. It will make possible the inter-operability between administrative systems needed to provide timely information to the desktops of decision-makers. It is also required to provide academic solutions, like managing student access to courses using WebCT, licensed software, or Library electronic databases and journals based on course enrollment information.

Maintaining communication and coordination across individual schools and departments is a challenge at Purdue. Bi-weekly meetings with departmental computing managers are helpful. These efforts should be leveraged to develop consensus for common standards and guidelines that will facilitate collaboration across programs. A common network infrastructure will make adherence to guidelines and standards increasingly important. For example, collaboration and cooperation currently suffers because it is difficult for some people to find each other’s electronic-mail addresses or locate information necessary for planning and decision-making.

Maintaining a contemporary information technology environment is costly, but essential to any major university today. Including the ongoing cost of maintaining and upgrading the network, public facilities, administrative systems, and other core technologies in the operating budget is necessary. Falling behind in its ability to take advantage of information technology for instruction, research, or administration and having to suddenly catch-up will put Purdue at a competitive disadvantage for faculty recruitment, attracting students, grant applications, and providing the services needed to manage the business of the university as effectively as possible.

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Public access labs have become the regular classroom for many courses and are now scheduled with classes through most of the day. Network storage and access to over 500 applications enables students to do their course work from any public computer or facility. PUCC staff seems very responsive to meeting student needs. While PUCC management seems very responsive to faculty, some faculty are not pleased by the support they receive from day-to-day interaction with staff. The University is aware of this situation, however, and is working to improve it.

Competition for public computers to do course work, check electronic mail, or browse the Internet can result in students waiting for computers in public labs. Making all applications and files accessible to students from both on-campus and off-campus housing would relieve some of the demand for public computers. Such an initiative would encourage more students to own computers thus helping PUCC meet the increased instructional demand for computing and network resources without increasing the number of public labs.

Encouraging the adoption of standards and guidelines for applications is difficult in Purdue's decentralized environment, but consolidating software titles to reduce functional duplication would simplify training and support, reduce costs, and assure better collaboration and communication for the University community. Greater coordination and cooperation between PUCC and departmental and school IT support staff will be needed to accomplish this.

After the campus backbone network, creating the Multimedia Instructional Development Center (MIDC) is one of the most important initiatives the University has undertaken in recent years. Workshops and support for developing multimedia resources for instruction, funds for
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faculty to develop instructional projects, and a committed professional staff have generated
enthusiasm among faculty. WebCT workshops and support for faculty providing access to
course materials on the Web has been very successful. Equally important, students appreciate the
ready access to on-line course materials and information. Coordination with Center for
Instructional Excellence and Lifelong Learning holds great promise of expanding the benefits of
this work.

Faculty in many departments have traditionally looked to PUCC for access to
computational resources not available in their departments. Maintaining this type of service on-
campus will continue to require on-going investment to enhance and replace technologies. The
high speed campus backbone provides opportunities for researchers to share computational
resources with each other. It also makes possible support for research computing hardware at a
PUCC facility that can be accessed over the campus network. This model can reduce the cost of
technical support while increasing reliability and access.

High-speed access to remote computational services at national supercomputer centers
and colleagues at other institutions through Abetine and vBNS high-performance national
networks hold important opportunities for computational science and engineering. Upgrading
the Purdue connection to Indianapolis would be particularly important for realizing these
opportunities. Equally important will be PUCC’s ability to help faculty understand what off-
campus resources and capabilities are available, provide technical support and consultation
services so faculty and researchers can take advantage of these resources, and participate in
regional and national initiatives, such as computational GRID activities.
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The difficulty in meeting everyone's needs in a decentralized community prevents PUCC from being as proactive as it could be in coordinating the planning and development of information technology across the University. Information Technology will require greater organizational authority if it is to play a more strategic role in shaping this important dimension of the future of the university. To accomplish this, Purdue should move ahead with its plans to consolidate all central information technology responsibilities under a new Chief Information Officer (CIO).

Development: Purdue like other major public universities accepts the tenet that development in the sense of securing private funding will be essential for it to fulfill its mission. Purdue has been quite successful in raising funds from private sources for both academic initiatives and for support for capital projects. The President of the University has been particularly successful in this regard and the university has enjoyed considerable benefit as a consequence.

As higher education enters a new century and millennium, private fund-raising will become an increasingly significant part of the annual budgets of public institutions. Public universities will continue to become more and more like private institutions in this regard as the latter will continue to become more like the former in pursuing public funds. The leadership of Purdue, in an effort to take the university to new levels of excellence over the past 20 years, realized the need and seized the opportunity to greatly expand private fund-raising. Commendably, that vision and those efforts have been rewarded with noteworthy successes, and
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the university has benefitted from having leadership particularly adept in this regard. The need to pursue development activity appears to be broadly accepted among academic leadership in the schools as well as among members of the faculty with whom the team met. It is less clear as to whether there is acceptance of the need for that centrally coordinated organization and effort which will be essential for a major development campaign to succeed.

The university has a number of accomplishments that bode well for the future in this regard. The Vision 21 capital campaign, concluded in December 1994, raised over $80 million beyond its $250 million goal. Over the past ten years the growth rate of private giving has averaged 21%, the current annual level being approximately $82 million. The university has developed and adopted a ten-component “Donor Bill of Rights” to assure that philanthropy merits the respect and trust of the public, and that prospective donors can have full confidence in the not-for-profit public services rendered by the university. Further, a “Statement of Policy” has been adopted which includes a mission statement congruent with and supportive of the academic priorities of the university, a statement of responsibilities to guide development efforts, and a statement of ethics which outlines expectations of those engaged in fund-raising activities.

Given its substantial alumni base, which includes the largest number of CEOs among the country’s top 500 companies to have graduated from a public university, Purdue could very likely achieve the ten-figure goal which only three or four public universities have thus far achieved. As more and more private fund-raising professionals and volunteers join in efforts to significantly increase private monies, however, it will be important to increase the level of coordination between and among schools and other fund-raising entities. While decentralization
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is an incentive to schools and other units, it is important that multiple solicitations of the same
donor by different individuals representing schools and other units be coordinated with the
development office. Moreover, involvement of the central development office in decisions
related to the hiring of new professional development officers in the schools and other units
should be increased. It is important that a collective spirit and attitude be maintained of
principals not being concerned about who receives credit for major gifts, but rather that a spirit of
"what is in the best interest of Purdue University and those it serves" prevails. The prospects for
Purdue are extremely good.

The Student Oriented University: Purdue is a student oriented university. This is
reflected in the place of honor given teaching, the rich panoply of new teaching initiatives, the
attitudes of faculty about students and the sense among students that the university cares about
their learning. It is also reflected in student services, headed by a Vice President for Student
Services. Services for students in the form of educational, auxiliary, and advising service and
programs, however, are also administered through the offices of the Vice President for Housing
and Food Services and through the academic school offices for student affairs. While the
administrative and academic cultures of the university are highly decentralized, the management
structure is not a flat one; and while the organizational structure is complex, there is a tradition of
 interpersonal communication that seems to facilitate cooperative and collaborative relations.
Horizontal functional coordination appears to be a strength of the system and culture. There are
reservations among some, however, that this informal system of communication may not endure

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as new people from outside of Purdue become part of the administration without insights to the traditional administrative culture.

The size and complexity of the University presents a challenge for administrators to communicate effectively with students and to involve them in decision-making and institutional governance as was cited in the last NCA review. From the administrative standpoint, students are represented on a variety of administrative and governance committees. There seems to have been a significant enhancement of structural inclusion of students in the decision-making affecting students. Students indicated that they feel involved and empowered to contribute their ideas to the administration effectively.

While communication and functional collaboration between housing and student services, for example, is laudable, there does not seem to be a corresponding institution-wide common strategic goal to emphasize learning outside of the classroom as an integral part of the culture of the university. There may be some value for Student Services or some other appropriate office to initiate campus wide discussions concerning outside the classroom learning experiences, as suggested in several reports of the national Kellogg Commission. In this regard, there may be an opportunity to reinforce goals for achieving racial and cultural diversity and aesthetic development.

With respect to the management of auxiliary enterprises, there appear to be sound human resources and financial management systems in place. There is an anticipation of an enhancement of the database system within the Registrar’s office to enhance the availability of student record information for student advising and Student Services program enhancement. Cultural
Purdue University (West Lafayette) programming for the University community is within the purview of Student Services and Housing and Food Services (auxiliary enterprises). Plans for a new Visual and Performing Arts Center are being developed by the program and facility directors of fine arts, theater, music, and cultural programming faculty and administrators.

The creation of a new center for the Visual and Performing Arts presents the University with an excellent opportunity to integrate aesthetic development into the core of the learning experiences of students. Purdue University is in an excellent position to create a unique emphasis in the arts based on the development and use of various forms of technology in the modern evolution of the arts. Additionally, enhancing cultural diversity and adding to the quality of life for the University community in a unique way, which takes advantage of the interdisciplinary opportunities presented through combining science and the arts is an extremely exciting prospect. The university is to be commended for the initiative and encouraged to plan boldly and creatively to enhance the concept of holistic learning for students and to stimulate creativity and diversity in the learning community.

The Black Cultural Center represents a symbolic tie of the history of equal opportunity at Purdue to the commitment to diversity in the future. The University has made a commitment to enhance diversity through furthering the goal of racial integration with the Center as the focal point for inclusion with an emphasis on the historic significance of the Black experience in our society.

Support services for students in intercollegiate programs appear to be well organized and staffed by knowledgeable and committed individuals. There is a clear commitment to integrity in
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the program and the academic and personal support services seem to be designed to help the students develop their academic programs and achieve academic excellence and graduation.

**Human Resources:** Special attention has been given the area of human resources since the last review. There was concern expressed in the last NCA review about the under-representation of women and minorities at upper levels of university administration and among the senior faculty. Although the University is not satisfied with its accomplishments, Purdue is commended for the progress shown for the commitment to advance equal opportunity, affirmative action, and diversity. In the intervening years since the last review the University appointed one Latino and one African American vice president both of whom left Purdue for university presidencies. The women in administration have increased by nearly three-fold (from 22 to 63) while Black administrators have doubled (from 6 to 13). The creation of the position of Vice President for Human Relations is designed to provide central administrative leadership, coordination, and collaboration for initiatives to advance equal opportunity, affirmative action, and diversity.

The administrative leadership in Human Relations is knowledgeable, committed, and articulate about the relevant issues in human resource management and interracial interactions. All acknowledge that while there is a sound institutional commitment to diversity there is still a considerable challenge to institutionalize the philosophy that diversity enhances the quality of learning at the university. Some financial resources are being developed to stimulate diversity initiatives and the administrative resources seem to be adequate. Some progress has been made
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in the areas of diversity although much still must be accomplished to realize the university's philosophical position that diversity enhances the quality of the university community.

Criterion Three: "The Institution is accomplishing its educational and other purposes."

The academic programs at Purdue University are strong and rigorous. All programs subject to professional or disciplinary accreditation have received it from the relevant accrediting agencies. We have previously noted that Purdue University is decentralized with academic planning, programs and curricula being the primary responsibility of the schools with close monitoring by the central academic leadership. We shall report on each of the schools individually in the following section, but suffice it to here observe that we found in our reviews of the schools a commitment to collaborative endeavor with academic neighbors and with a strong commitment to quality in teaching, research, and service programs. We include as the most immediately relevant observations concerning criterion three are student assessment, new teaching initiatives, organization and investment in the research infrastructure, technology commercialization as an exemplar of outreach and putting knowledge to work, and undergraduate enrollment management.

Student Outcomes Assessment: In consonance with the campus-wide Excellence 21 program devoted to continuous quality improvement, the university has developed a strong student outcomes assessment plan which appears to enjoy broad faculty support. The university's revised assessment plan was accepted by NCA in January 1997. Since then the plan
Purdue University (West Lafayette) has been implemented under the leadership of the University Assessment Council. The Council is comprised of an assistant or associate dean from each school who serve as the assessment coordinator of their respective schools; it is chaired by an Associate Executive Vice President for Academic Affairs. In keeping with Purdue's decentralized structure, the faculty of each school define and implement their own assessment programs, but do so within an institutional model and a set of common principles set forth in the general university plan.

Purdue's assessment model includes four key elements for promoting student learning: 1) defining intended learning outcomes; 2) creating an environment for promoting student learning; 3) gathering data about student learning using appropriate measurement activities; and 4) communicating and using assessment data to improve teaching and learning. The University Assessment Council has developed a set of general, university-wide, intended learning outcomes both for general education and the major. These outcomes have been accepted by the university community, and the faculty within each of the schools formulate specific learning outcomes in harmony with them. The principles that undergird the model reflect best practice in assessment, focusing on faculty ownership, use of multiple sources of information and multiple measures, an emphasis on assessing for improvement rather than accountability alone, and continuous rather than episodic assessment. In addition, assessment has been linked to strategic planning and integrated into program review.

Assessment progress reports were available for all schools. A review of the reports confirmed a university-wide emphasis on developing intended learning outcomes as the basis of assessment. It also revealed that progress beyond formulating outcomes is somewhat uneven.
across departments. While the vast majority of units are using assessment results to modify the
curriculum and instructional approaches, a few have yet or are just beginning to collect data.
Faculty have made more progress assessing learning in their undergraduate programs than they
have in their graduate programs, and to this point appear to use indirect measures of learning
(e.g. alumni, employer, student surveys) more than direct measures of learning (e.g. papers,
projects, portfolios, performances).

Within a relatively short period of time and with a remarkable level of faculty
involvement and commitment, student outcomes assessment has been successfully established at
Purdue as a university initiative. The framework is in place for continued progress, and leaders
are committed to fostering this progress at both the school and university levels. An effective
outcomes assessment program can be instrumental in helping faculty make the transition from a
teaching focused to a learning focused paradigm — a major cultural shift in institutions of higher
education, particularly research universities. The university has established that ultimately the
Executive Vice President for Academic Affairs and the deans of the various schools are
responsible for ensuring that outcomes assessment is successfully incorporated into the culture of
the university.

New Teaching Initiatives: There are a number of interesting new teaching initiatives at
the undergraduate level that range from the creation of a teaching academy, a center for
instructional excellence, and the multi-media instructional development center, to faculty
mentoring (Teaching for Tomorrow Program), special seminars (Conversations about Teaching),
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and a greater emphasis on assessment. The need for these initiatives was outlined by an appointed Presidential committee which presented its report in 1993 to address undergraduate education. The resulting "report identified ten essential components for creating a supportive community of teacher-scholars" and propelled a renewed emphasis on teaching campus-wide. The initiatives have been developed to address the ten points, most importantly to improve student retention, create an atmosphere of collegial faculty support, and generally improve the quality of teaching and learning.

Perhaps the largest retention initiative is the result of an external grant. The Lilly Retention Education program seeks to increase the undergraduate completion rate by 5% by the end of the five year support period (1997-2002). Results from the first year showed the planned 1% increase. The West Lafayette campus portion of the $5 million Purdue system grant ($3.5 million) has been used thus far to fund programs such as Summer Start, the undergraduate honors and research experience, living/learning communities, and faculty and research assistant development programs.

It is apparent that initiatives, such as the Teaching Academy, have enabled the formation of alliances and provided paths for collaborative discussion among faculty from a variety of disciplines. Through Academy auspices and the volunteer work of its 100 outstanding teacher members, successful activities have been developed. "Conversations about Teaching" and "Focus on Teaching" seminars and workshops have provided campus-wide forums for discussions about teaching innovation and a means for cross-disciplinary collaboration. The "Teaching for Tomorrow Awards" initiative teams two of Purdue's best senior faculty with 8
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assistant or associate professors for the purpose of improving teaching skills that will facilitate learning. Uniquely, these awards are funded by an alumni endowment.

Of special merit among the numerous initiatives in the innovative use of technology in teaching is the annual Teaching Learning Technology Showcase. This is a marvelous way to make the campus aware of the excellent and innovative teaching ideas that are being pursued on campus. The annual Excellence 21 all-campus poster session also provides a meaningful venue for sharing school and departmental continuous quality improvement projects, many of which focus on student learning outcomes assessment, curricular reform, and instructional innovation.

The individuals with whom we spoke were extremely enthusiastic about these varied initiatives and were eager to explain the benefits that each brought to the campus. Although these initiatives are campus-wide and informally coordinated through the office of an Associate Vice President for Academic Affairs, there is no institutionalized coordination. At the moment this does not appear to be a problem as each of these initiatives make very different contributions to the teaching mission of the institution, and the individuals involved have developed an excellent communication network and a consultative relationship. But as new initiatives develop or the personnel changes, as they certainly will, there could arise unneeded duplication of effort as well as loss of the web of connections that makes the current set of programs in such a decentralized environment so effective. One suggestion is that some oversight committee composed of representatives from these key initiatives be given responsibility for coordination and monitoring of new initiatives on a long-term basis.
Research Infrastructure: A distinguishing feature of the top tier midwestern research universities has historically been an expansive, campus-funded research infrastructure. As one of these elite institutions, faculty investigators at Purdue have prospered from low cost access to state-of-the-art facilities. Many new and significant research initiatives can be traced to enabling technology that has emerged from the university’s sustained infrastructure investment. Purdue now faces, along with its peer institutions, the challenge to keep pace with new and often stunningly expensive technologies. There is evidence that Purdue has looked critically into the future, set priorities and invested boldly in the most critical areas.

Networking and information technologies are among the most enabling and pervasive of all elements within the modern research university. Over the last five years Purdue has made remarkable strides in developing and implementing a network strategy that is establishing a contemporary state-of-the-art information technology infrastructure to support research. It appears that plans and resources are in place to sustain this effort.

The establishment of campus core research facilities (e.g., electron microscopy center and genomics center) is an effective strategy to stay abreast of very costly facilities, and provide expert support while minimizing costs by minimizing duplication.

The Purdue research community and administrative leadership have been very proactive in identifying and prioritizing new research initiatives. Campus leadership is to be credited for taking the initiative to organize Saturday workshops designed to leverage the best ideas for multidisciplinary research from the research faculty. The continued and accelerated growth in sponsored research is evidence of their success. Plant genomics is an excellent example in which
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the university has, in a very short amount of time, established a national presence in an area where federal funding is rapidly growing. The university has also enjoyed very significant growth in industrial and foundation funding over the past five years, an area that appears to have enjoyed strong leadership. The simplification of contracts and flexible and realistic attitudes about intellectual property issues appear to have significantly lowered barriers for university-industry research cooperation and development of partnerships.

As the university looks forward attempting to anticipate obstacles in the path of its research enterprise, several stand out. It appears the suitable laboratory space will increasingly become a limiting factor in the further growth of sponsored research. Important new buildings for Engineering and Computer Science are on-line but Biological Science seems "land-locked" in Lilly Hall and genomic initiatives in the School of Agriculture may be delayed or stalled for lack of adequate remodeling funds. While the Academic Reinvestment Program has funneled important new dollars toward Purdue's research infrastructure, the University appears to be at a significant disadvantage with its peer institutions without direct return of ICR dollars to support this centrally critical element of a research university.

In an important related set of activities, the Purdue Research Foundation (PRF) has embarked on a venture to encourage development of companies for commercialization of Purdue faculty research. The Purdue Research Park was begun several years ago on land originally designated as a research farm. The PRF purchased a replacement farm in trade for the present land. During the past year several steps have been taken to accelerate the activities in assisting formation of new companies.
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The Purdue Gateways program (started in October 1998) helps prospective companies with organizational development, development of business plans, legal counsel, and the collective experience in new business development. They form a Gateways Task Force for each company that has individuals from Purdue and PRF plus individuals outside those organizations as members. This Task Force recruits a mentor to assist the company by helping to find and recruit an individual who has experience in similar technologies as well as has awareness of relevant markets. They help form the management team (usually not the technical expert), help secure financing, and Gateway will spend a lot of time with them. Gateway support is provided free. In a few instances, but not all, PRF will take an equity position in a new company for the support provided.

Gateway will work with faculty innovations that can lead to a company formed by the faculty member or people who license faculty-developed innovations. The operating expenses of Gateway are secured by the rents collected from the tenants in the new Purdue Technology Center building.

The Gateways program works with about 5-6 start-up companies per year, with additional opportunities for collaboration with others from outside the university. There have been several successes, the most dramatic perhaps being Bio-analytical Systems, and Gateways must now pick and choose among fledgling contenders for support some of which are more viable candidates for successful commercialization than others.

Three buildings are dedicated to support of start-up companies. The Business and Technical Center (BTC), which has wet lab facilities, houses 20-30 companies. The Purdue
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Technology Center (PTC), which was completed in May 1999, is an incubator facility with space primarily for IT type companies. Another building, dedicated to support of companies that “graduate” from the incubator facilities, has just been completed. The PRF paid for the PTC in cash to provide for the tenant companies. The newest building was constructed by the PRF as an investment and the rents collected are the return on the investment.

The commercialization of research at Purdue involves students as well as faculty. One such initiative is an endowed student entrepreneurial competition in the Krannert School of Management that involves engineering students teamed with management students. Each group in the competition develops a plan for a new company using some technology-based idea. The plans are judged by representatives from venture capital organizations with the winner receiving $25,000, free space in the BTC for a year, and free legal service. Some participating venture capital firms have offered even more support for plans submitted in the competition.

Purdue’s technology and start-ups are being evaluated by the Corporation for Investment Development (CIDC) which is a venture capital organization. In addition, the work of PRF and Gateways is being noticed by venture capital firms on the West Coast. They have also formed a partnership with the Penn State Research Park in order to support and to grow complementary companies.

**Enrollment Management:** Purdue University has a well-organized and functional enrollment management process, an important element in the university’s successful achievement of its educational mission. This process involves representatives from Student Services, Office of
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Admissions, Budget and Fiscal Planning, Financial Aid, Registrar, and Academic Affairs. This group has developed strong communication links coupled with an enrollment model that enabled them to predict within 0.7% the number of incoming freshmen students in fall 1999. These predictions further allowed Academic Affairs to release in a timely manner $1.5 million in additional funds to relevant academic units in order that additional sections of the necessary courses could be available to incoming students in anticipation of their arrival and enrollment. These funds were released in late spring to meet the classroom and academic support needs of a class of 7,300 freshmen.

The University is now at capacity in physical space as well as faculty resources. They are managing enrollments to hold down growth. They work to recruit the very good students. The overall composite ACT of the incoming students is about 25. The present enrollments are about 70% from Indiana and 30% from outside the state. The admission requirements vary depending upon the school. The Office of Admissions has determined that the best predictor of success of a student is high school academic performance in academically rigorous courses.

The university is working to diversify the student body through special programs both on and off campus. As part of the on-campus program a special reception is convened for minority students which enables those participating to meet, converse, and get to know other students of color. The university also supports programs in the K-12 grades to make students aware of higher educational opportunities generally, not just at Purdue. They send special publications to those applicants who have identified themselves as of color. The African American enrollment in the freshman class was up 24% in fall 1999 compared to the previous year. The university has
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also been dedicated to recruiting minority students from the Historically Black Colleges for
graduate school, and has enjoyed considerable success in this endeavor.

The enrollment management group works hard to coordinate all areas of the university in
the enrollment management function. Enrollments have a strong budgetary impact so it is very
important for the Budget office to be involved. They are on a good course with a high degree of
communication but the academic programs drive what they do. This group is commendable in its
efforts and its results. It is characterized by good working relationships and success in managing
enrollments for the institution.

Criterion Four: *"The Institution can continue to accomplish its purposes and strengthen its
educational effectiveness."*

Purdue University has demonstrated its ability to manage its resources effectively and to
define, set, and pursue its educational priorities in clear and effective fashion. Many of the
particulars germane to this consideration have already been elaborated above. Given the
dimension of decentralization at Purdue, we feel that the quality and commitment to continued
educational effectiveness can be usefully seen in the character and activities of its schools and
other major academic units.

The School of Agriculture at Purdue University is a major asset to the nation and the
State of Indiana. It is recognized globally for the excellence and productivity of its faculty,
students, and alumni. Over the years, it has demonstrated a service-oriented attitude both on- and
off-campus. During the past ten years there have been a number of noteworthy developments.
The number of undergraduate students increased from about 1,700 to approximately 2,450 with,
impressively, a concurrent increase in the quality of the student body, buoyed by a greatly
expanded scholarship program which now approximates $850,000 annually. There have been
major curricular revisions including strengthened science and mathematics, increased
requirements for course work in the humanities and social sciences, a new Honors Program, an
"internationalization" of courses, and emphasis on study abroad. Nearly 300 students are
benefitting from study abroad experiences this year compared with only 2 in 1992. The goal is
for 20 percent or more of the students majoring in the agricultural sciences to have such
experiences before graduation. Significant also has been the increase in the number of women on
the faculty (currently about 30 of 280, most of whom were appointed during the past decade). A
significant area of enrollment growth has been in the school's outstanding Food Science
program, a new area of emphasis that will benefit greatly from the 120,000 sq. ft. Food Science
Building dedicated in 1998. The facility includes a pilot plant. The new facility received
substantial clientele support from throughout the State of Indiana.

The School has developed or become a partner in a number of important new
interdisciplinary initiatives. A new focus group involving participants from several departments
has been formed in the dynamic area of genomics research. This holds great promise in the area
of plant genetics, growth, and productivity. To help attract new team members in biotechnology
research, especially in genomics (plant growth and DNA sequencing), the school recently
recruited for seven faculty positions concurrently, this strategy of "cluster recruiting" resulting in
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a larger and more impressive reservoir of candidates than would have otherwise been the case. Emphasis on cooperation with other schools and departments within the university is also paying high dividends. The school has entered into joint recruitment arrangements with the schools of engineering, science, veterinary medicine, technology, and more recently, in a new joint Executive MBA program with the Krannert School of Management.

The school has continued its initiatives of outreach. The school has benefitted as will the people of Indiana from the provision of $6.8 million of new continuing funds for applied research and extension programs during the past decade to address priority needs of the state. In the area of teaching, the school is beginning to launch courses that soon will be available through Distance Education. Through the use of distance delivery, an ever-expanding group of nontraditional students will be served via extension education/continuing education with timely, useful coursework. While the school will face the challenges of achieving a more desirable mix of ethnic diversity among students and faculty, acquisition of facilities and equipment required in molecular biology-related programs and means of funding and facilitating interdisciplinary research, and assessing and responding to ever-changing clientele needs, the School of Agriculture continues to be one of the leaders in the field and is well positioned to sustain that position.

The School of Consumer and Family Sciences (CSF) has a strong, clear sense of mission and appears to be meeting very effectively the needs of its students and the expectations placed on it by the university administration. The school's senior leadership, which is fairly new
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by Purdue standards, has a well-articulated plan for keeping the school’s course offerings, faculty skills, and overall focus current and relevant, and the school is growing steadily in the number and apparent quality of students it attracts. Although the school encompasses very diverse functional specialties reflected in its departmental organization – from Child Development and Family Studies, and Foods and Nutrition to Consumer Sciences and Retailing, and Restaurant, Hotel, Institutional, and Tourism Management – the faculty and administrators appear to act effectively as a team. A separate and subsequent meeting with undergraduate students attracted a surprisingly large number of CFS majors, who were unanimous in their praise for the competence and personal attentiveness of the CFS faculty and the quality of education being delivered.

The CFS faculty has competed quite successfully for external grant support, the level of funding having grown from roughly $1 million to $3 million during the past five years. Many new grant proposals are being made collaboratively with other departments and schools; this seems to have been well-received by relevant granting agencies. The School has also realized impressive growth in private giving over the past several years. In addition, the school has effectively utilized and leveraged centrally allocated Academic Reinvestment funding into a series of joint programs with other schools on campus, an exemplar being the research and clinical facilities in the area of exercise science. More generally, the overall emphasis on hiring and developing multi-disciplinary skills among the faculty was very strong and very impressive.

In addition to responding effectively to the demands placed on it by enrollment growth, the school has been able to adapt to changing societal needs both in the training of students and
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in its research agenda. In our judgement they have done so creatively and effectively. Further, the faculty are strongly committed to effectively employing technology in both their teaching and research (the student "consumers" certainly thought so), although this was not a highly visible area being "pushed" by administrators. The school has also developed a strong honors program, which has now grown to approximately 50 students.

Here, as in a number of other academic venues, concern was expressed about the distribution of indirect costs across campus. Concern was also expressed about the way that the Institutional Review Board currently deals with issues surrounding human and animal testing and the handling of radiological substances. While the evaluation team is insufficiently informed about the full range of issues in this regard, the matter could usefully be made a subject of attention in any campus discussion of institutional priorities and strategic plans.

The School of Education is a relatively new academic unit that only a decade ago was housed within the School of Liberal Arts. Even though the creation of a new school carries with it considerable developmental responsibilities, the move is seen as a significant and exciting opportunity by its faculty who are eager to adopt new approaches to teacher training.

The school, with 1300 undergraduates and 200 graduate students, is housed in an attractive and functional building constructed in 1993. The school has been resourceful in securing funds to equip and maintain a local technology support team for its four heavily used computer labs. The teacher training program at Purdue is accredited by NCATE (The National Council for Accreditation of Teacher Education). The faculty and administration speak proudly
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of the faculty's recent success in devising and implementing a sweeping change in the professional core courses in the undergraduate curriculum - a sequential, coherent series of educational challenges and experiences that infuses technology and addresses special needs. In devising this approach, the faculty tried to both incorporate and anticipate new trends in teacher education. The curriculum involves students in field experiences early in their program, requires students to continually reflect on their practice as aspiring teachers, and integrates knowledge of pedagogy with knowledge of the academic disciplines.

With respect to the graduate level, faculty are revising the Masters program to meet the needs of practicing teachers, and are creating a professional development sequence of courses that will be attractive to both degree and non-degree seeking students. The doctoral program continues to encompass several fields of study. A major component of the cohort program in educational administration is now available via interactive video at three sites across the state.

The school is currently implementing a strategic plan developed in 1995 with a focus on six areas: technology and distance learning, diversity, outreach, research, professional development schools, and mentoring and faculty development. One example of its success is in the area of diversity. Fifteen percent of the faculty are currently under-represented minorities or persons with disability. A majority of the faculty is now female for the first time since Purdue began preparing professional educators in 1908. The school takes pride in being proactive in recruitment and its policy of mentoring and supporting faculty during the probationary period.

The creativity and vision of the leadership of the school is also reflected in its concern for Purdue’s effectiveness in carrying out its outreach mission to the K-12 schools in the state. The
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school, however, is experiencing many of the same problems of decentralization and uneven
coordination that face the school of liberal arts. This is further complicated by lack of
coordination across the schools with respect to their community outreach programs. The new
pedagogy the school wishes to promote in the primary and secondary schools is one of problem-
solving, case study, collaboration and analytical training. Faculty feel it is critical to train the
citizens of the future to not only have a solid knowledge base but to be able to work as teams in
collaborative ways to solve problems. Perhaps even more importantly, they want to re-introduce
the excitement of learning. While these perspectives are essentially content-free and could be
readily combined with any subject matter, the lack of coordination across the schools that engage
in outreach has meant that each school tends to act independently in outreach activities. There is
a strong and reasonable desire in the School of Education that there be a collaborative effort in
this regard, and that in so doing the university may become an exemplar of the “engaged”
university effectively carrying out an important part of its land-grant mission.

The School of Engineering is a major part of Purdue University constituting as it does
20% of its undergraduate students and 31% of its graduate students. To effectively manage the
resources within the school, on-going strategic planning has become a part of its culture
undergirded by the goal of making the school “the leading engineering program in the nation.”
Engineering has developed a strategic plan in support of its vision, as have its departments. The
school plan contains comprehensive goals for students, faculty, service, the environment, and
infrastructure development. With respect to programmatic organization, eleven discrete and
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distinct discipline components are joined by the Freshman and Interdisciplinary Engineering area. In addition, the strong "Women in Engineering" program is one element of its diversity initiatives.

Engineering benefits from its high caliber faculty, well-prepared students, and strong leadership at all levels. A dynamic and academically well-prepared faculty, as reported in the most recent ABET accreditation documents, continues to be a strength of the school. Sponsored research this past year amounted to nearly $50 million. Similarly, the school attracts academically talented and well-prepared students with 23% of the students having math SAT scores of 700 or above and 91% having graduated in the top 30% of their high school class. The school also benefits from what appears to be strong communication links between the dean and the faculty.

The school has had a recent focus on diversity. Participation of many faculty and administrators as well as some students in a series of diversity workshops has resulted in a faculty driven initiative to improve recruitment and retention of minority students. Faculty diversity is improving with respect to the number of female faculty. A retreat was also held for female faculty to consider the climate for women in the School with a resulting report soon to be presented to the dean. Although faculty are mentored within individual departments, the recruitment and retention of minority and junior faculty is a challenge. Although start-up funds have been made available for newly hired faculty, the task is difficult. A recurring area of concern expressed here as well as elsewhere with respect to faculty recruitment and retention is spousal employment. Engineering points to this as a partial cause for their difficulty retaining
women faculty. Recruiting of African American faculty has also been difficult due to the limited number of candidates and abundance of available positions. Another issue of importance is that approximately one-third of the faculty may retire within the next ten years.

The School appears to have a culture that appreciates and cultivates relationships with industry including the incorporation of faculty and student interactions. The "engineering program in community service" (EPICS) forms multi-disciplinary teams of freshmen through senior level engineering students for the solution of real problems such as the design of toys for handicapped children. The technical assistance program (TAP) provides small companies with faculty consultation on industrial problems. The faculty is extremely proud of its relationships with its industrial partners, and classify it as an active ingredient of their culture. Plans and a planning process for a major increase in space have begun. The School's most recent strategic plan (1997) involved broad participation from all stakeholders including students and industry. While it, like other academic units at Purdue, suffers from underfunding compared to its peers, the quality of the human resources in Engineering, the rigor of its programs, and the thoughtful and proactive character of its leadership and planning augur well for its sustaining its position among the country's leading units in this field for the immediate future.

The School of Liberal Arts is composed of 11 departments and continues to constitute, as it traditionally has, a relatively smaller proportion of the educational programs of the university and its resource allocations than is true at most peer institutions. Thus some perceive the school as being in the contradictory position of having a number of excellent departments and
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being at the forefront in the use of teaching technologies while at the same time being treated as
something of a step-child to the strong engineering and science components of the campus.
While receiving some centrally allocated graduate fellowships based upon an average of PhD
production by academic school for the previous three years and others through a competitive
campus-wide process, Liberal Arts must fund most graduate students through teaching
assistantships. Faculty conference travel and internal support for computers and research, as is
ture of other academic units across the campus, comes primarily out of their annually allocated
supplies and equipment funds, augmented by whatever outside research grants individual faculty
members are able to obtain. While there are campus and even school offices that can help with
the procurement of grant funding, the model in the past appears to have been largely one of go-it-
alone within departments as these offices are not seen as being able to help with the individual
needs within disciplines vis-à-vis granting agencies. Recently, however, one of the school’s
associate deans was given responsibility and charged with working closely with Liberal Arts
faculty and the Office of Research and the Graduate School to increase applications for
extramural grant support. Expansion of this source of funding will contribute to flexibility and
scope of programmatic funding.

While at a comparative funding disadvantage vis-à-vis comparable units at peer
institutions as is true of other units at Purdue, the school possesses programs of fine quality. It is
improbable that most programs will come to be counted among the front-rank. The issue will be
how to envision and effect the distribution of resources in such a way that some may achieve
positions of national distinction, have a buoyancy effect on neighboring and associated programs,
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and still retain the school’s traditional supporting role within the larger university mission.

We further take note that the decentralized nature of the campus tends to be seen by those in the school as having both positive and negative sides. On the positive side, the school has the freedom to develop its own programs and to mandate requirements. On the negative side, since every school is essentially a free agent in this regard, any one school may discover that some of its courses are required by students in another school. Unless these requirements are coordinated between schools, this can lead to unanticipated enrollment problems. Measures have been taken by the university to address this problem. The Course Availability Committee led by an Associate Executive Vice President for Academic Affairs and comprised of a representative from each school, has been charged with the responsibility for communicating information to relevant parties about curricular changes made in one school that could impact course enrollments in another. It is, of course, important that such coordination be institutionalized and that relevant information be communicated broadly among academic leaders and faculty.

Decentralization has other problematic consequences, particularly with respect to technology. The campus, as well as each school, and indeed some departments within Liberal Arts, determines its own hardware and software. This potentially means that units across campus can be going in very different directions, computationally. The fact that this has not occurred to an extent to which it might have, is due in large part to the individual efforts of a school or department to keep track of what others are doing and to try to coordinate and blend in with those efforts. However, there does not appear to be an official coordinating body or protocol that oversees and guides the units and attempts to keep the hardware and software consistent. This
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manifests itself, for example, in the fact that the President might send out an email message to all faculty which may never receive because of differences in software, servers and the like. This is also true in the area of the development and employment of computer labs and teaching technologies where the school is to be commended for developing state-of-the art facilities utilizing its own resources as well as over $1 million from central sources since 1997, but now faces the issues of maintenance and continual equipment upgrade. In an age of rapidly changing technology and in a university that has been instrumental and productive in the use of these technologies, greater coordination will become essential for the future development of the University's teaching and research mission.

The Krannert School of Management (KSM) is "on a roll." During the past two years, the school has achieved a distinction which every business school in the world aspires to— inclusion in the Business Week biennial listing of the "Top 25 MBA Programs." Other listings, such as those of overall MBA programs and technologically-oriented programs compiled by US News and World Report, rank the KSM School even higher. It appears that the new dean's stated goal of making Krannert a Top 15 business school is attainable—though by no means assured. Much will depend on the sensitivity of the university in allowing the school the flexibility to compete effectively with its major competitors—most of which are private universities—in areas such as the distribution of faculty responsibilities. Much more will depend on the school’s own success in raising private funding for a new building and for endowed faculty positions.
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Kranert's key comparative advantages versus its principal competitors are the strength and stability of its faculty and its historic focus on an analytical approach to management education. The school has long exploited its unusually close affiliation with one of the country's premiere engineering and scientific programs, both because it helps the school attract technically-trained students and because of the "spill-over" effects that result from interacting with the faculty in these schools. This focus on technology is evident in the school's early and intensive adoption of internet-based teaching and research techniques, and is now being enhanced through an innovative technology transfer program being developed in collaboration with the School of Engineering. One of the most important benefits of being "web savvy" is that Kranert has been able to offer several lucrative, high-visibility, and efficient Executive MBA and executive education programs. These programs are absolutely central to the expansion and improvement plans of most highly-ranked business schools, and Purdue enjoys an important "early mover" advantage in offering these courses.

KSM is well-known for the quality of its PhD graduates, and this remains a school focus going forward. The school's undergraduate programs also turn out well-trained students who are well-received by employers. The key focus is and must remain the master's degree programs, since these are the principal yardstick by which all business schools are measured. The university administration should be sensitive to this imperative, and allow the school as much operational and financial flexibility as possible. This will be very difficult, given the fact that business school professors are already among the highest-paid on campus, and already enjoy some of the lowest teaching loads. However, Kranert is already at a significant competitive
disadvantage vis-à-vis its chief rivals in two key areas: starting salaries for new assistant professors and teaching loads for research-primary faculty. Since it can usually not compete directly for new graduates from top schools, Krannert must continue to pursue "targets of opportunity" in seeking out productive faculty who might be attracted to Purdue for geographic, life-style, or professional reasons. A particularly troubling aspect of Krannert's current competitive position is its relative lack of endowed chairs for attracting mid-career faculty members. There are currently only eight such chairs in the college, and these offer limited research support. Raising endowment money is, very properly, one of the key objectives of the school's new dean.

More generally, Krannert is not a particularly "rich" business school, and this will continue to be a constraint on its ability to move up to Top 15 status. It currently has a total endowment of only $58 million, which is less than that of many far-less-prestigious schools. The dean is continuing the school's on-going campaign to raise $55 million to construct a new building and to fund endowments and scholarships, and this effort should receive the maximum feasible support from the university. Lest this assessment sound overly pessimistic, however, we should reiterate that Krannert's new and established executive education programs—including a new and very promising program in Hanover Germany—are important and growing sources of revenue.

Krannert, in short, can be considered one of Purdue's "crown jewels." The school is already highly-ranked, and is positioned to enter the ranks of the most prestigious and influential business schools in the country, but it is attempting to compete with far wealthier and less-
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constrained schools. The faculty and administration are well aware of the school’s key strengths (particularly its analytical focus and technological prowess) and weaknesses (particularly teaching loads and endowment levels), and they appear committed to moving boldly to the top rank. They should do extremely well in a focused and sustained development campaign.

The Schools of Pharmacy and Pharmacal Sciences, Nursing, and Health Sciences are organized as an interdisciplinary cluster under the overall-management of the dean of pharmacy. This arrangement appears to work effectively and to take advantage of the complementarities of programs within the schools.

The School of Pharmacy and Pharmacal Sciences ranks among Purdue’s greatest academic strengths and is an exemplar of the University’s stated mission. The School maintains a vibrant Strategic Plan that embodies the instruction, scholarship, and service goals of the unit. The Strategic Plan is reviewed annually, modified as needed, and then implemented throughout the year; it seems an excellent tool in developing a shared vision of unit goals and priorities among the administration, faculty and students.

The recent movement to the Pharm. D. degree as the new standard for the professional pharmacy degree presents important challenges for the School as the program grows from 25 to 150 students per year. A new non-professional B.S. degree has been started to fulfill a need identified by the School’s Industrial Advisory Council illustrating the close ties that the administration maintains with its allied industries. The School’s efforts to increase minority
enrollment have been impressively energetic, innovative, and successful. The academic caliber of the undergraduates is impressive as is their institutional loyalty evidenced by the high percentage of volunteerism in School activities such as recruiting. The long-standing reputation of the Ph.D. program in Pharmacy at Purdue is well justified and appears to have a bright future. The Dean of Pharmacy is very clearly engaged at all levels within the School and is a definitive strength for all three Schools within the unit.

Pharmacy has a strong record of development (~$2 million dollars annually) in support of new faculty start-up, faculty career developments, and student fellowships, scholarships, and activities. It appears that the School has substantially greater potential for fund raising as a component of a campus development campaign. Other revenue streams, e.g., clinical trials and patent income, if managed carefully, may have the potential to offset costs such as rental of space and charges for student clinical training that loom as significant future costs for the unit.

The School of Nursing offers a baccalaureate degree in nursing to a student body of high school graduates as well as registered nurses returning to complete the four-year degree. Greater than half of the baccalaureate curriculum involves clinical training which is accomplished in part on-campus in various student clinics but to a greater extent through partnerships with area health care facilities and hospitals. The school has recently initiated a M.S. program with students enrolled both at the West Lafayette and Calumet campuses. Distance teaching at the Calumet campus is a new initiative within Nursing and may represent an experiment that can be built upon in the future. It appears that the School has made only modest progress in the transition
from a sole commitment to education and service to the development of a credible auxiliary research element.

The School of Health Sciences encompasses instructional programs that are focused in four interrelated areas: medical technology program that consists of 3 years of on-campus training and a final year of off-campus clinical experience; general health sciences that serve pre-med, pre-physical therapy, and pre-occupational therapy students; industrial hygiene which is separately accredited and concentrates on air and water quality and hygiene in the workplace; health physics, one of only a dozen or so programs in the country training students in the area of radiation health and safety. Many students also take the two-year pre-pharmacy curriculum offered in the Health Sciences.

Collectively, these schools share important challenges in the coming years. The rapid expansion of IT, particularly in the areas of instruction, presents a formidable challenge to engage and stay abreast of this rapidly evolving technology. The higher costs and the increased rigor of the six year Pharm. D. program has resulted in a shrinking applicant pool even in the face of a rapidly expanding and lucrative job market. Thus, Pharmacy will face increasing competition for high caliber students. In addition, while progress in minority enrollment has been impressive, a high level of effort will be required to build on that success. The leadership of the school is aware of these challenges and is poised to engage them effectively.
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The centrality of *The School of Science* in accomplishing the university mission is amply illustrated by the fact that this unit conducts the second largest sponsored research program in the university and delivers approximately 25% of the annual student contact hours. While the School of Science delivers a large amount of service teaching, 3100 majors testify to the strong disciplinary demand for the offerings of the School’s six departments.

There is evidence of strong strategic planning and implementation within the School. A notable example is an initiative within the Department of Mathematics to launch a major new program in applied mathematics thereby creating strong crosscutting interactions with Physics, Computer Science, and the School of Engineering. It is impressive that this new program is to be launched with a search for senior leaders followed by six junior hires, lines that have been fashioned from retirements and redirected to support this new initiative. In addition, the School has responded to a growing student demand in computer science by redirecting faculty lines within the school to build the instructional base in Computer Science. Biological Sciences continues as an important strength within the School and the University. Traditional research strength such as structural biology have been sustained while new opportunities, for example in the area of genomics, have been vigorously pursued. The strong collaboration in life sciences among the Schools of Science, Agriculture and Veterinary Medicine promise to play an important role in the growth of genomics research at Purdue.

The School of Science appears to receive well deserved attention from campus in meeting their most critical needs. Start-up assistance from central sources will help ensure that this year’s new faculty hires will get off to a rapid start. The announcement of a new building for Computer
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Science came literally coincident with this review and will address a major space need. The School of Science is also facing significant new challenges. Increasing university enrollment places a disproportionate burden on disciplines with high cost per student instruction (i.e., laboratory oriented). The Science Dean is exploring the initiation of lab fees with the administration. Although perhaps a departure from historical university policy and culture, lab fees seem justified both in protecting the quality of instruction and fiscally prudent in passing along higher cost of instruction in science to the cohort of students who take science. The School is also challenged by the large number of salary dollars that are sequestered in its aging faculty. While there are no simple answers to this issue, it represents a financial commitment/resource that merits innovative thinking. Quality research space looms as a limiting factor in the growth of sponsored research in the School that will require significant assistance from campus in the near future.

The School of Technology has a clear sense of its role and has developed strong and attractive programs. Strong relationships with business and industry have been established. Much of the equipment in the school has been donated by the private sector and some $8 million of private support is made available to the school from private sources each year. The School focuses on engineering technology applications while allowing the School of Engineering to focus more heavily on more theoretically based programs. The deans of the two schools appear to work well together and the schools share courses as appropriate. For example, the Schools of Engineering uses CAD courses in the School of Technology.
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The school has evolved from a curriculum focused on skill development to more analytically based educational programs. This approach provides the basis for graduates to continue learning throughout their professional careers as required in rapidly changing technological areas. To facilitate continued learning the School is working to develop partnerships with institutions in other parts of the country so that graduates, as they move to other parts of the U.S., will have continuing learning opportunities.

The school is experiencing significant enrollment pressure. The President and EVPAA have recognized the problem and have attempted to provide some additional funds to assist the school in dealing with its enrollment growth. In the longer term, however, more will need to be done to provide space and faculty to manage the enrollment increases. Finally, it should be noted that the promotion and tenure issues noted in the last NCA report appear to have been resolved. The school has a promising future.

The School of Veterinary Medicine at Purdue University has earned global respect for its excellence in teaching, research, and public service. The American Veterinary Medical Association’s Council on Education awarded full accreditation in 1997 to the school for a seven year period.

Approximately 500 students are enrolled in the school’s programs. Veterinary Medicine’s primary professional teaching efforts are directed toward the instruction of 60 students admitted annually to a four-year professional program. These students are selected from
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an applicant pool of approximately 1090. Forty to forty-five are residents of Indiana; the balance come from out-of-state and international applicants. Another significant teaching responsibility is the two-year technician and four-year technologist program. The thirty students enrolled in this undergraduate program are selected from a pool of some 130 applicants. In addition to teaching graduate students, the faculty teach thirty-two students (16/week) through an interface program with the Indiana University Medical School. Moreover, in the senior year of each veterinary class, the school teaches an additional 10 – 12 graduates of schools of veterinary medicine from outside the United States who expect to practice in the U.S. 

The school is developing numerous courses online, and plans to offer these courses via distance education here and abroad. The school has a UNESCO grant to support cooperative education effects with Egypt, Jordan, and Saudi Arabia. These will be CD-ROM based programs.

Impressive is the fact that the 85 member faculty in the school has increased outside grants more than fivefold per faculty FTE during this past ten years (approximately 60-70 percent of the faculty has extramural funding). The school has several joint appointments with the School of Agriculture and has close working relationships with other schools at the university.

Faculty and students of the School of Veterinary Medicine conduct numerous outreach services. These include students working with senior citizens in nursing homes, especially with pets. Horse riding experiences are provided to handicapped children. The School also works with local humane societies, the Indiana State Fair, and in the preservation of fish/wildlife of Indiana. Additionally, their "Pet-Safe" program in homes of abused children/spouses is an
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A prominent volunteer effort. The school, in conjunction with the School of Agriculture, also operates the Animal Disease Diagnostic Lab (a new facility opened in 1991) for the State of Indiana.

The addition of a $30 million facility in 1995 was a major upgrade for teaching, research, and clinical services programs at Purdue. Approximately $5 million since then has aided greatly in upgrading older facilities in support of research programs. Additional monies will be required to complete the renovation of these facilities and for funding additional space needed to accommodate equine, swine, and canine research as well as for graduate and post-doctoral stipends and additional clinical faculty. The school should prove to be successful in a development campaign and is positioned to continue to be a leader in the field.

The Graduate School sees its mission as that of ensuring the quality of the graduate program and increasing its diversity. From its endowment it provides approximately 150+ fellowships of which a portion is assigned to the various schools in direct proportion to the number of PhD degrees awarded. Each school subsequently decides on how to distribute those fellowships amongst its departments. In addition there are university wide competitive dissertation fellowships and special fellowships for minority students. Other resources for graduate education come in the form of Teaching Assistantships, Research Assistantships as a function of outside grants, and one time grants and special endowments that are individually held by either schools or departments. Endowments are financially managed by a university investment organization. The allowable expenditure on the interest returned by investments was
increased to 5% which adds additional flexibility for the Graduate School.

The Graduate School is attempting to enhance its assessment component by exploring its successes and failures in regards to graduate student recruitment through comparisons with other major institutions. They have not, however, begun any systematic assessment of their successes and failures with respect to the graduate students that have been funded. Given the limited fellowship funds available, it would be hoped that this component of the assessment program be enhanced and that as a consequence of the data that would become available that more strategic targeting and selectivity could and would be used in assigning fellowships across campus.

One unfortunate byproduct of the Graduate School's allocation formula is that interdisciplinary programs almost by definition do not qualify for a significant number of fellowships which is incongruent with the university's important and new emphasis on interdisciplinary programs. In an attempt to solve this problem, a modest number of fellowships have been designated specifically for interdisciplinary programs. In addition, several effective "academic reinvestment" initiatives were instituted in which all schools were levied an across the board tax with the new monies in a substantial proportion of cases being allocated for interdisciplinary programs such as neuroscience and computational science. It is not clear, however, whether this solution will be adequate to fund and support the university's push towards a greater emphasis on interdisciplinary programs and commitment to seeing more of its programs ranked among the finest nationally.
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The area of International Programs is well established, has a definite vision, and appears to be planned for expansion well into the future. International Programs constitute an important element of the broader Purdue commitment to the "internationalization" of the student experience and of the university community more generally. The program has greatly expanded since its inception growing from 30 students to over 380 students during the last ten years. The curriculum is broadening and encompassing more countries and cultures in the education process. Seed grants are used to encourage faculty to travel internationally, to be involved in the international experience, and appears to have enhanced the participation of faculty in the international experience.

There are no INS problems currently being experienced at Purdue. The management team appears to have a reasonable understanding of the INS regulations and the University appears to be in compliance with the law and its application.

Programs involved with U.S. AID have developed working agreements in many countries to include the "Modeling Electricity Trade in Southern Africa." This program is innovative and one of the first in the world to broker electricity trade between countries, particularly in Africa.

The Study Abroad Program in particular appears to have a sound organization and excellent participation, with the numbers of students involved increasing annually. There is healthy student and faculty collaboration. Program efforts have also enhanced the enrollment of international students at Purdue to an unprecedented level with more than 4,000 international students from over 127 countries.

The system for admission of undergraduate students, which expedites the process for
Purdue University (West Lafayette) responses to less than a week for foreign student applicants, is exceptional. The emergency loan program to aid foreign students shows sound communication among the Office of Financial Aid, the Bursars Office, and the Office of International Students and Scholars. As these important initiatives to expand international diversity progress, attention should be given to integrating social, cultural, and aesthetic development into outside the classroom learning experiences for both foreign and domestic students.

The Purdue Library has perhaps experienced the most significant level of change of any academic unit of the university since the last review, in which it was observed that "the library's available resources have not kept pace with the demands of the changing research and instruction program of the University." In response to this issue, the university made three major strategic decisions. First, the university decided it would not create a central library where the cost of construction and creating an archive of print materials would have been prohibitively high. Second, it would rely as much as possible on technology to provide access to information in electronic form, regardless of time or location. And third, it would better coordinate and manage the 15 individual libraries distributed across campus. Rather than try to undo the past or catch up with a traditional library model, Purdue's approach has been to "start anew" and create the library of the future. Advances in applications and network technologies, network infrastructure investments by the University, in particular extending the campus data network to every classroom, computer laboratory, and dorm room, as well as off-campus housing, coupled with the availability of electronic journals and texts, are making this bold vision possible.
A committee with faculty representatives from each school now meets to develop priorities for on-line acquisitions, decide what existing print materials should be replaced electronically, evaluate opportunities for new on-line materials, and review faculty requests for materials. It looks at how small investments in areas of excellence can produce great benefits. Funding for this effort has been based on reallocating existing funds, savings gained by converting from print to electronic subscriptions, and taking advantage of additional one-time and recurring allocations the University has provided.

Moving to on-line delivery of information raises a number of support issues. The deployment of a new on-line catalogue system, THOR, is being used to provide a common gateway to all information and services to users. A coordinated staff development program has been implemented to assure that librarians have the necessary skills to provide services and support to the community as staff shifts attention away from tasks like re-shelving and circulation. A recurring budget assures that staff have up-to-date desktop computers. Using text, audio and video to provide on-line support to users, wherever they may be, is being explored through the “Electronic Librarian” project. The Library has developed a class to instruct students not only in the use of on-line tools and resources, but to develop the critical thinking and research skills necessary to sort through information found on the Web. The class modules are available on-line and can be incorporated by faculty into their classes. Access issues for people with special needs that cannot be met by the Library are addressed by Adaptive Technologies.

Students appreciate the fact that whenever they are at a networked computer, they are also "at the library." Student experience with Library services varies, however. Some find on-line
resources convenient, easy-to-use and Library staff very helpful. Others find locating resources electronically very confusing and Library staff unable to address their needs sufficiently. This condition will, of course, require continuing attention.

Access to on-line information represents a substantial improvement for scientists and engineers where anywhere from 70% to 95% of their needs might be met by electronic journals and publications. The Library should be especially sensitive to the needs of programs in areas like the Humanities that have limited print collections available, compared to peer institutions, and are not yet well-served by on-line resources. To meet some of these needs the Library has adopted a policy of purchasing print materials as they are requested, often on-demand, rather than create an archive of print materials, just-in-case they are needed. This approach does not yet seem to be meeting the needs of many faculty.

The Library and faculty need to work more closely together to assure that curricular needs for print materials are met. Faculty may be unaware they can make specific requests or how to assure that requests for necessary course materials arrive in a timely manner for classes. In addition, the Library’s needs should be included in any new initiatives, such as the new fine and performing arts center, to assure that necessary electronic and print resources will be available as programs develop.

Finally, as a critical percentage of resources for a discipline become available on-line, consolidation of physical locations may be possible. Greater reliance on electronic resources will also result in new demands on Library space that will include the need for data connections for laptop computers in study areas and on-line access in group study rooms to support collaborative
activities. These needs should be explored with the renovation of the Humanities, Social Science, and Education Library and providing network connections in the Undergraduate Library group study rooms. We would also note that the capabilities made possible by the new campus network infrastructure and progress towards the Purdue Academic Computing Environment (PACE) identification, authentication and authorization system provide new opportunities for cooperation. For example, general server support, maintenance, and backup could be provided at a PUCC facility, freeing Library technical resources to focus on library applications. Advanced application development skills necessary to create new Web-based services may be more easily found in PUCC or Management Information (MI), especially as integration with administrative systems becomes increasingly important and campus-wide authentication is required to manage licenses for on-line resources.

Embarking on a plan so dependent on information technology in 1992 anticipated resources and technologies that have, in some cases, only recently become readily available: a contemporary library information system, ubiquitous networking, Web-based applications, and inexpensive powerful desktop computers. While working towards a library of the future, the Library will need to continue to pay close attention to the emerging tools and resources that will shape the future. These include electronic text capabilities that are becoming increasingly important for scholarly research, interactive collaborative multimedia capabilities that will be necessary to support the electronic librarian initiative, and advances being made and resources that are becoming available through Digital Library technologies and initiatives. Achieving the vision of a library of the future will require continued and, no doubt, increased funding. Library
support as a percentage of the budget is below that of peer institutions, reflecting in part no doubt the comparatively low funding level of the university as a whole.

The large, active online community makes Purdue well-positioned to take advantage of pilot projects with vendors to define guidelines and standards, as well as user interface, navigation, and search requirements. But the articulation of library resources with the research and teaching requirements of faculty and students needs to be the subject of continual examination and support.

The evaluation team is impressed with the academic quality of Purdue's educational programs. The university has the resource base that should enable it to maintain its current level of academic programs. The institution has benefitted from effective management of its resources—financial, physical, human, intellectual. Even with a financial resource base lower than its peers, the university weathered lean economic years in the earlier part of this decade with only minimal disruption to its programs. To ensure long-term quality, however, and to enable it to be inventive and increasingly competitive with its peers, an enhancement of its sources of funds will need to be found. The university has an effective and collaborative academic and financial planning process at the center as well as in its schools. It is a superb investment of the public's monies.
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**Criteria Five: "The Institution demonstrates integrity in its practices and relationships."**

Purdue University's presentation of its programs, policies, and activities in formal media reflect institutional content and practice. This is outlined in the self-study; it was confirmed in the discussions that members of the evaluation team had during their visit. The university invited broad involvement and comment on its self-study. It also alerted various constituencies of the visit of the evaluation team and extended an invitation to comment.

**III. EVALUATION AND RECOMMENDATION REGARDING THE KRANNERT SCHOOL OF MANAGEMENT'S MASTERS DEGREE PROGRAMS IN HANOVER, GERMANY**

The evaluation team conducted a review of the Purdue University's newly initiated masters degree programs in Hanover, Germany. A sub-committee of the team held discussions with the academic leadership of the school and with faculty involved in the program concerning the full range of accreditation concerns as set forth in Chapter 12 of the *Handbook of Accreditation*, particularly as they related to curriculum, faculty, organization, oversight, and funding. In the case of the latter, the subcommittee also reviewed the Memorandum of Understanding that details the substance of the arrangement and the legally binding funding obligations of the non-profit German International Graduate School of Management and Administration Foundation with which Purdue has entered a partnership. The sub-committee reported and presented its findings to the full membership of the evaluation team for their consideration and discussion. As above referenced in this report, the team is unanimous in its recommendation that these degree programs be extended NCA approval and accreditation, final
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approval being contingent on a site visit within six months.

The development of the program under review commenced in 1997 with the anticipation of launching the program in 2000. Given that the parties were able to reach earlier than expected agreement on terms and conditions, including funding guarantees, the first group of 23 students in the eleven-month Masters in Industrial Administration (MSIA) program was enrolled and classes began in August 1999, and the two-year Executive Master of Science in Management Science program is scheduled to be launched in the spring of 2000. All of the courses will be developed, taught, and administered by KSM faculty, and Krannert will have full academic control of the programs. The dean will also be provided by KSM, while the German partners are responsible for enrolling students and for all other administrative aspects of the program.

In effect, KSM is providing academic services as an independent contractor, rather than as a joint venture partner. The team feels this is a very important feature of the 10-year agreement governing this program, since it effectively neutralizes many of the financial, legal, and reputational risks that would otherwise be inherent in launching such a unique program in a country where KSM (or, more generally, Purdue) has little experience. Though the German counter-party is a newly formed foundation, rather than an established university, the Purdue negotiators very ably crafted a contractual agreement that both ensures against financial loss (with an escrow account and a bank guarantee of payment) and provides clear mechanisms for resolving disputes – through arbitration, in Great Britain, under British law. Additionally, the contract ensures that KSM will have complete control over the academic content and standards of the courses being taught. Thus there is little risk that this program will dilute the reputation of
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a Purdue masters degree in business. In fact, given that this will be one of the first permanent programs to offer an American MSM or MBA degree in continental Europe, it is far more likely that this program will enhance Purdue’s academic reputation.

The Hanover program was the brainchild of a KSM graduate from Germany who felt that European students would benefit from access to an American business education provided in Europe. On his initiative, a non-profit foundation was founded in Lower Saxony (Germany) and negotiations were opened with KSM in 1997. Although originally scheduled to commence operations in 2000, the program’s launch was accelerated to August 1999 in light of more rapid than expected agreement on contractual details. KSM will receive $5,400,000 per year (dollars, not Euros or Deutschmarks) for the first five years of the program, which may increase for the remaining five years. The rights of each party to unilaterally cancel the program are severely limited by the master contract, and KSM will receive two years’ payment if this occurs due to a failure on the part of its counter-party to the agreement, the Gismaf. This program also enjoys the personal support of Mr. Gerhard Schroeder, currently Chancellor of Germany and formerly governor of the state of Lower Saxony. Additionally, the program has the backing of several of Germany’s most prestigious corporations.

It is our opinion that the KSM Hanover program meets all of the assessment criteria set forth in the NCA Criteria for Accreditation of a new program. It has clearly stated and appropriate purposes that are consistent with the Krannert School’s educational mission. The revenue provided by this program will enable KSM to organize the human and physical resources necessary to run this program effectively, and will also provide a financial surplus that KSM can
use to support other worthy objectives. Since KSM will maintain academic control over the
Hanover program, it should be able to continue accomplishing its educational purposes. In fact,
by providing an opportunity to internationalize KSM's students and faculty, this program should
enhance the educational capabilities of the Krannert School. Finally, this program was
developed, and the contracts were negotiated, in an open and forthright manner that reflects very
well on the integrity of the Purdue administrators and faculty involved.

We are unanimous in recommending program approval and accreditation, subject to a site
visit to be conducted within six months. We further recommend with unanimity approval for any
like program proposed for accreditation by the Krannert School.
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IV. ADVICE AND SUGGESTIONS FOR INSTITUTIONAL IMPROVEMENT

The team offers the following advice that may prove helpful to the university as it moves into an important new phase with the transition to a new president and a new century. These suggestions are advisory only. They derive from observations, experiences, and the discussions of the team members; in several instances they simply encourage the vigorous continuation of initiatives already being pursued. In each case they are offered to assist an exemplary institution that has accomplished much during the past decade. In no case is there any contingency with respect to reaccreditation.

1. The team strongly encourages the university to initiate a strategic planning process as the new president assumes the helm. The team has in mind a process that brings important leaders within the university community together, perhaps initially in a well-planned retreat, to discuss directions, needs, particular purposes, and priorities with the end in mind of ultimately developing a guide and plan that would have horsepower and would enjoy the broad commitment in the university’s everyday life. Particular issues to be addressed, in addition to concerns expressed below, might range from areas in which the university will excel and the appropriate balance between centralization and decentralization in the organization and authority within the institution to flexibility in faculty roles and rewards, funding priorities and requirements, communication among internal and with external constituencies, and the appropriate role and support of the Liberal Arts in an institution with uncommon strengths and investments in the areas of engineering, science, and technology.
2. The team encourages the university to continue to endeavor to make the budgetary process increasingly transparent through sharing information about and seeking comment on sources of funds and funding priorities and allocations.

3. The team encourages the university to commence preparations for launching a major development campaign with a goal no less lofty than the most lofty of other major public institutions that would require the institution to stretch and with a process that should be driven by clearly formulated academic priorities and guided through a centrally coordinated effort.

4. The team suggests that the university develop an institutionalized process which over time would provide an enhanced reservoir of funds for selective investment in areas of high priority under the leadership of Academic Affairs. This would assist the university in achieving versatility and nimbleness in defining and aggressively pursuing new academic priorities as the world of learning changes over time.

5. The team encourages the university to continue its commitment to sustained investment in its research infrastructure.

6. The team encourages the university to continue to refine its plans for investment in faculty development.
7. The team encourages the university to explore and develop joint ventures with other institutions, both non-profit and for-profit, in the commercialization of technology with a commitment to contributing to the public welfare, to student training and learning, and to generating revenue for investment in the university's priority areas.

8. The team encourages the university to continue its commitment to enhancing the diversity of the university community in as various dimensions as well as levels of leadership, to include gender equity.

9. The team suggests that the university consider incorporating provision for library acquisition funds in start-up packages, particularly in the Liberal Arts where library holdings in particular areas of faculty recruitment may be particularly deficient.

10. The team suggests that the university move to greater centralization in the management of information technology and attendant facilities and requirements, including the recruitment of a world-class chief information officer.

11. The team suggests that the university give serious consideration to elevating the level of tuition and fees given the requirements for providing outstanding educational programs in an increasingly competitive national environment.
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12. The team encourages the university to maintain its many areas of strength and successfully attend the concerns as expressed in the next and last section of the report.
V. AREAS OF STRENGTH AND AREAS OF CONCERN

In reaching its recommendation on re-accreditation for Purdue University, the evaluation team had the full range of observations thus far made, including areas of strength and concern as we perceive them. We iterate them here.

Areas of Strength:

1. The continuing high quality of a faculty and staff deeply committed to the excellence and welfare of the University and its programs.

2. An academically engaged and committed student body.

3. A Board of Trustees that takes enormous pride in the University and its quality and that possesses a shared commitment to its excellence and to enhancing its stature as a leading institution in American higher education.

6. The continued strength, quality, and national standing of a substantial number of academic and research programs.

7. The quality of services for students and out of classroom learning experiences in units across the campus.
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8. The attractiveness and utility of the campus, its buildings and its space, that has resulted from effective long-range planning and a commitment to achieving zero deferred maintenance.

9. The continuing support of the Purdue Research Foundation and the deliberate, selective, and entrepreneurial efforts through the Research Park to bring the products of minds to market in a manner appropriate for a distinguished research, and land-grant institution.

10. Internationalization of the University community and expanding experiences of study abroad.

11. The strong continuing and long-term commitment of the University and its components to serving the interests of the people of the State of Indiana.

12. The strong, visionary and uncommonly effective leadership of the President of the University and the deliberate change toward open and engaged collaboration and communication between the administration of the University and its faculty.

Areas of Concern:

1. Securing the long-term funding base and the sources of funds necessary to enable Purdue University to effectively compete with its peer institutions and to contribute as fully as it can to the educational and economic welfare of the people of Indiana.
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2. The research enterprise throughout the institution needs investment of funds, from various and appropriate sources, including review of those generated through indirect cost recovery for this purpose.

3. Assignment of high priority to continuous examination and support for the immediate and long-term library needs of the campus.

4. The relationship between the Commission for Higher Education and the University and the recognition in both principle and practice by the former of the authorized autonomy of the University and the authority of its Board of Trustees for the administration of its programs and in its continuing and active fulfillment of its distinct role as the land-grant university of the state.

5. The capacity to create a more unified computing and networking environment that supports collaboration and communication for instruction, research, and administration across the University.

6. The capacity to provide rapid retrieval of institutional data and information, such as student demographic and performance data to effectively inform decisions in the programs of continuous quality improvement.

7. The lack of policies and procedures to assure coordination of solicitations of potential major
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donors, and the lack of an adequate level of involvement of the Office of Development in
decisions related to the hiring of new professional, private fund-raisers in the schools and other
'institutional units.'
V. RECOMMENDATIONS AND RATIONALE

The team's recommendation for action, including its recommendation for continued reaccreditation of Purdue University, are shown on the attached worksheet for the Statement of Affiliation Status. As set forth in section III above, the team recommends approval and accreditation of the Krannert School's Masters degrees in Hanover, Germany, final approval contingent on a site visit within six months.

The rationale for these recommendations is a product of the Team's study and evaluation of a rich body of information and observation. As noted in the introduction to this report, this evidence derived from an intensive review and extended discussions conducted at Purdue over a two and one-half day period. Team members met with the President of the University and its Board of Trustees, members of the executive leadership team, deans and academic staff of all schools, as well as with faculty, students and staff from all walks of academic and academic support unit life across the campus -- in all, over 400 individuals in 40 different substantive settings. The recommendations are the product of close study and analysis of a broad array of materials, including a candid and thoughtful Self-Study, as well of discussions held by the team collectively and in smaller groups during the course of the on-site visit where the Team had free access to members of the university community, six meetings having been scheduled at the request of members of the Team in addition to those already planned. One of the six was convened with key faculty and academic leaders, including the Dean, of the Krannert School of Management to review the organization, curriculum, staffing, and funding of the School's Executive Master of Science in Management program being initiated in Hanover, Germany.
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It is our studied judgement that Purdue University continues to be one of America's outstanding research universities. It continues to possess centers of academic excellence, many of which rank among the nation's best. It has enjoyed outstanding and visionary executive leadership over the past two decades that is nationally recognized and that is complemented by a proud, engaged and supportive Board of Trustees. Purdue is an inviting and attractive campus, with a well maintained physical plant interspersed with park-like areas that contribute to a sense of quietude amidst the energy that characterizes the intellectual life in the buildings they link and adjoin. It contributes impressively to the welfare of the people of Indiana, and in many ways more generally to the nation and world. Those who think, study, and work at the university enjoy being there; it is felt to be a good place to be. There is pride in the institution, in the quality of its programs and its faculty, in the attentiveness it extends to its students, and in the quality of life the university and its environs provide, all this given the relatively low level of state funding the university receives and the comparatively low level of tuition that it charges its students. The Team has found these sentiments to be justified, valid and compelling. There is concern, however, a concern shared by the evaluation team, as to how long these qualities can be sustained under the present levels of funding in the intensely competitive national environment that has come to characterize American higher education. In this regard the leadership of the university is to be highly commended for the thoughtfully efficient and effective way it has deployed the scarce resources at its disposal, and the thought, care, and energy it has given to secure funding from both within the state as well as from private and federal sources. The evaluation team also takes note of the considerable thought and effort that the university leadership has devoted to
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addressing each of the concerns raised by our predecessor team of a decade ago. The university has made impressive progress and deserves commendation for the many positive results it has achieved. While this effort enjoyed engaged and strong presidential leadership, it also involved a broad spectrum of both academic and academic support and faculty leadership of the campus; this augurs well for the continued educational effectiveness of Purdue University.

At its final meeting, the Evaluation Team discussed and collectively evaluated Purdue University with respect to each of the General Institutional Requirements and was unanimous in each instance that the University met or exceeded the specifications of each. The Team examined the University’s performance with respect to each of the Five Criteria as elaborated in the evaluation above in this report and found the institution’s performance to be exceptionally strong, and in a number of areas exemplary. In short, Purdue University’s overall performance over the past decade provides compelling evidence for why American higher education sets the international standard in the knowledge business, and why it is the envy of an increasingly knowledge-conscious world as the century turns.