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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
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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 100 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 is 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 extramural 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
Purdue University (West Lafayette) 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 it 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
true 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-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 a 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
Purdue University (West Lafayette) manifests itself, for example, in the fact that the President might send out an email message to all faculty which many 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—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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Krannert’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 Krannert 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 masters degree programs, since these are the principal yard-stick 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, Krannert is already at a significant competitive
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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 brand 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
Purdue University (West Lafayette) 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 development, 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
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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 1000. 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/year) 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 efforts 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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important 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
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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
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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.
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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 reshelving 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
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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 on-line 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.