

Purdue University (West Lafayette)

affiliation wherein we examine the organization and performance of the university, including both the schools and major areas of academic support unit 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 GIRs 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.