Preamble

In the last decade, Purdue University has witnessed dramatic changes. Three hundred new faculty positions were added to enhance the quality of instruction, expand Purdue’s research base, and provide more opportunities for both undergraduate and graduate students to engage in discovery. Concurrently, a capital campaign resulted in more than $600 million in new construction on the West Lafayette campus, providing a research and learning infrastructure unprecedented in the history of the University. The University strategic plan builds on this foundation to achieve an energizing vision of new synergies.

The Graduate School plays a critical role in realizing the strategic plan of the University by:

- Enhancing graduate education for tomorrow’s leaders
- Advancing discovery and delivery of ground breaking innovations
- Promoting research and educational opportunities that address the global challenges of humanity

Just as the University builds on a solid foundation to reach new heights of excellence, so too is the Graduate School aiming high to elevate the stature of the University globally as the preeminent land-grant institution for graduate education, innovation, and discovery.

Through this strategic plan, the Graduate School outlines its goals and initiatives for the years 2010 through 2015 and the roadmap for implementation.
Redefining, Expanding Graduate Education

The Graduate School at Purdue University is a system, encompassing some 9,500 students on five campuses:

- West Lafayette, 7,600 graduate students
- Calumet, 1,100 graduate students
- Indianapolis, 500 graduate students
- Fort Wayne, 200 graduate students
- North Central Campus, 100 graduate students

Until now, the campuses have operated with limited coordination and collective planning. Over the next year, the Graduate School will revise its administrative structure to function as an efficient harmonized unit. Shortly thereafter, the goals and initiatives detailed in this plan, which now focus on the West Lafayette campus, will be adapted accordingly for the system-wide organization.

From 2010 to 2015, the Graduate School will be known for its new strengths, visions, opportunities and world-savvy graduates. Besides providing excellent academic programs, the Graduate School will be a catalyst for discovery, learning, and innovation:

- Launching new and accelerated graduate and professional degree programs
- Creating new models for program delivery
- Expanding interdisciplinary programs, certificates, concentrations, and degree offerings

The Graduate School has crafted an innovative, thoughtful approach to implementation. Using outcomes assessments to evaluate scholarship, research, and creative pursuits, the Graduate School will promote continuous quality improvement in graduate education and research. The Graduate School will increase student success by implementing a masterful strategy for:

- Stimulating intellectual and professional growth
- Initiating additional academic programs and learning experiences
- Targeting discovery to meet societal needs
- Cultivating a nurturing and diverse educational environment
An Ambitious Mission

Long recognized as a world leader in graduate education and experiences, Purdue University’s Graduate School embraces an expansive mission to:

- Advance comprehensive graduate education, that emphasizes student success, value-added experiences, ethical conduct, and innovation
- Raise awareness of the importance of graduate education in meeting the economic, technological, and societal needs of Indiana, the nation, and the world

A Vision of Excellence

Already well-known for the breadth and depth of its programs, the Graduate School’s vision is to achieve and maintain preeminence with these elements of distinction:

- Highest quality students, academic offerings, and graduate research
- Vibrant disciplinary and interdisciplinary programs
- Culturally rich and diverse population
- Unparalleled support services promoting student success
- Unmatched quality of life in the workplace
- Innovative, nationally recognized leadership in graduate education

Taking the Next Steps

Building on the foundation and growth over more than 80 years, the Graduate School now embarks on achieving a new vision. Four goals have been identified related to:

- Student enrollment
- Diversity
- Degree completion and retention
- Time to degree

Complementing these goals are 12 strategic initiatives that support these goals and enrich the quality of graduate education, quality of research, and reputation of the University.
**Enrollment:** Tremendous progress has been made in recruiting graduate student talent to Purdue, with the establishment of the Office of Recruitment Services in the Graduate School. Now the imperative is being strategic in attracting the most talented domestic and international students.

**The Goal:** Increase enrollment of tomorrow’s leaders by 50 percent, an additional 3,800 graduate students.

Domestic and international enrollments have been relatively constant recently, as shown in Figure 1, with the exception of small increases in the last two years. Virtually all graduate students are enrolled in either a master’s or PhD degree program. The majority of graduate students are enrolled in PhD programs and contribute directly to externally-supported research. Enrollment capacity at the PhD level is governed largely by external research and the accompanying graduate student assistantships. Consequently, one element of the plan to bolster enrollment includes increasing research support.

To increase enrollments at the PhD level, the Graduate School will:

- Work with faculty, departments, and the Office of the Vice President for Research to increase externally funded assistantships
- Engage faculty in pro-active recruiting
- Develop a common practice among faculty members of funding incoming graduate students from external grants
- Implement student support initiative 1, detailed on page 8

To increase enrollments among master’s degree, professional degree, and non-degree seeking students, the Graduate School will:

- Improve its communication with domestic prospects
- Coordinate and expand undergraduate research initiatives, such as SURF (Summer Undergraduate Research Fellowships) and exploit the use of NSF REUs (Research Experiences for Undergraduates)
- Develop user-friendly admissions processes for non-degree applicants
- Implement initiative 7 (presented on page 14) to expand master’s and professional degree programs, including the creation of financial incentives for departments.
Graduate Student Diversity: Essential to preparing graduates to excel in a multicultural workforce is a campus environment that is inclusive in terms of race, ethnicity, nationality, and gender. The Graduate School is committed to diversity and has outlined a plan to improve demographic balance on campus.

The Goal: To double the number of underrepresented domestic minority students on campus and double the number of international students from Africa, Europe, and South America.

Progress has been made toward increasing the number of underrepresented domestic minority graduate students on campus, as shown in Figure 3. But a large gap remains toward achieving parity with national demographics. With the exception of the Asian-American population, which is near parity at 4.5 percent for Purdue versus 5 percent nationally, African-, Hispanic-, and Native-Americans are underrepresented on campus by more than 60 percent.

The representation of international students on campus is quite good relative to peer institutions. The Graduate School has attracted more than 3,000 students from 118 countries. However, the distribution of these students is noticeably skewed as shown in Figure 2, with Asian students as the dominant majority. The Graduate School seeks to improve representation by doubling the number of international students from Africa, Europe, and Central/South America.

To achieve the stated goals above, the Graduate School will:

- Expand its undergraduate research programs, like SROP (Summer Research Opportunities Program) to attract more minority students
- Build on externally funded minority programs like LSAMP (Alliance for Minority Participation), AGEP (Alliance for Graduate Education and the Professoriate), and the Sloan Foundation programs
- Consummate partnerships with universities and colleges that have large minority populations
- Develop active international partnerships with top institutions in Africa, Europe, and Central/South America
Degree Completion: A significant percentage of PhD students in graduate institutions never finish their degree programs. While Purdue is ahead of the national average in this regard, the Graduate School is committed to improving degree completion.

The Goal: Increase retention of tomorrow’s leaders from 61 percent to 80 percent.

In a report issued by the Council of Graduate Schools, the 10-year average completion rate for PhD students is 55 percent. As illustrated in Figure 4, 18 percent of the graduate students enrolled in PhD programs nationally do not graduate with doctorates; 20 percent leave the program with a master’s degree. The chart in Fig. 5 contrasts Purdue’s PhD completion record with the national average and shows the targeted completion rate profile that defines the goal for the next five years.

The Graduate School has developed a series of intervention strategies through a three-year institutional pilot study funded by the Council of Graduate Schools. These intervention strategies include student/advisor support groups, peer mentoring, and improving the quality of admitted students, to mention a few.

To achieve the retention goal stated above, the Graduate School will implement:

- Mentoring initiative 4, detailed on page 11
- Prediction modeling initiative 6, which will enable departments to attract students with a higher probability of successful degree completion, detailed on page 13
- Distributed learning initiative 8, which for many students will provide a learning environment that motivates and supports completion, detailed on page 15
**Time to Degree:** The amount of time spent in a degree program should be sufficient to provide outstanding educational benefit, but not longer than necessary. Efficiency, as evidenced by time to degree, saves money, increases throughput to the workforce, and provides a competitive advantage to the host university.

**The Goal:** Decrease the average time to degree by 10 percent to make Purdue more competitive with aspirational peer institutions.

Purdue University is committed to providing affordable, high-quality graduate programs. Time to degree is an important parameter that impacts cost, efficiency, and the attractiveness of the Graduate School as a preferred institution of higher learning. Time to degree for Purdue PhD students varies from college to college, as shown in Figure 6. Education and Liberal Arts doctoral students take the longest time on average, primarily because many students in the constituent programs are part-time, are supported by teaching assistantships, or experience gaps in their financial support.

The Graduate School will work to reduce time to degree:

- Through mentoring initiative 4, which will expedite new students identifying major professors and navigating the graduation process
- Through predictive modeling initiative 6, which will identify applicants best suited to advance through programs at a fast rate
- By analyzing student exit survey data and working with departments to minimize delays
- By creating opportunities for students to take online courses during summer internship assignments, which is part of personal learning initiative 8
- By promoting new funding structures for students in non-STEM disciplines

![Fig. 6: Average Time to PhD Academic Years 2000-01 to 2004-5](image)
Initiative 1, “Graduate Student Support”: Providing competitive support to Purdue graduate students is essential if the Graduate School is to attract the best and brightest talent and provide an environment where students routinely succeed.

Objective: To increase endowment and annual gift funds for fellowships, assistantships, and travel support funds by 100 percent.

The majority of graduate students at Purdue are engaged in research. As depicted in Figure 7, 38 percent are supported by research assistantships; 26 percent are supported by teaching assistantships. Financially attractive offers are essential to effective recruitment and often include a mix of fellowships, research assistantships, and teaching assistantships.

Financial support is also important for degree completion and reducing time to graduation. In some colleges, fellowships are needed to support students in the final year of the program. Without these fellowships, students run a high risk of abandoning their doctorates. Lastly, financial support of professional development is a key element for career success. For many students, attending and presenting their work at conferences is vital, as it provides an opportunity for networking, exposure to the research community, and visibility that can help attract job offers.

For these reasons, the Graduate School seeks to increase resources for graduate student support. To achieve this fundraising goal, the Graduate School will:

- Work with the Advancement Office to promote fellowship naming and donor recognition opportunities to alumni and friends of Purdue
- Engage faculty in a campaign to raise money for assistantships, fellowships, and travel
- Develop a network of graduate student alumni donors, starting with those who have received travel grants from the Purdue Graduate Student Government (PGSG)
- Work with the Office of the Vice President for Research to increase externally funded assistantships
- Institute fellowship allocation incentives that reward departments providing externally funded research assistantships
- Assist PGSG in reaching its goal of becoming an endowed student organization
Initiative 2, “Professional Success Education”: The Graduate School has initiated an array of workshops in support of professional development. However, only a fraction of the graduate students currently participate in these workshops. Professional development exposure should be provided to all graduate students before graduation.

Objective: Institutionalize delivery of professional success education and provide access to all graduate students.

Graduate students entering the global workforce will need much more than their disciplinary education to excel. Feedback from recruiters and employers continues to underscore the importance of instilling professional development skills in graduates prior to employment. The Graduate School offers a number of professional development workshops that include:

- Essentials of a Graduate Student Portfolio
- Strategies for Successful NSF Applications
- NSF Fellows Panel
- CV and Resume Peer Review
- Grant Writing/Proposal Writing
- Academic Interviewing
- Dissertation and Thesis Writing Strategies
- Funding Your Graduate Education
- Charting Your Course – The First Year Experience
- Spousal Hiring and Dual Career Couples
- Speed Networking

However, less than 20 percent of the students have participated in these workshops. The growth in participation has increased dramatically since the inception of the program, as depicted in Figure 8. But with more than 7,600 graduate students on campus, the present workshop infrastructure cannot accommodate everyone.

To achieve the objectives stated above of institutionalization and inclusiveness, the Graduate School will:

- Create portable professional development materials and deploy them to all departments and colleges.
- Provide Responsible Conduct of Research (RCR) training to all students through online tools (CITI) and supplementary workshops
- Explore the development and deployment of interactive video gaming as a transportable platform for professional development
Initiative 3, “Job Placement”: Launching tomorrow’s leaders is one of the three pillars in the University strategic plan. Current efforts to assist graduate students in transitioning into the workforce are not yet developed.

**Objective:** Institutionalize the graduate student job fair and facilitate internship placement.

The Graduate School works closely with the Purdue Graduate Student Government (PGSG), which is the elected delegation that represents graduate student interests. PGSG has been working with the Graduate School to host a job fair, designed to attract companies to campus annually to recruit graduate students. As shown in Figures 9 and 10, company attendance has been variable (most likely reflective of the struggling economy), while student participation has been increasing.

The objective over the next few years will be to increase company attendance to 50 in steady state and student participation to 600, as depicted by the light colored bars in the figures below.

The Graduate School will also work with companies to establish a program to help graduate students secure summer internships.

To achieve these objectives, the Graduate School will:

- Cooperate with PGSG to provide support for the job fair as needed
- Assign to an Associate Dean oversight responsibility for the job fair
- Provide resources to launch an internship placement program, administered by an Associate Dean

![Fig. 9: Company Job Fair Participants](image1)

![Fig. 10: Student Job Fair Participants](image2)
**Initiative 4, “Mentoring”:** Mentoring is particularly important for entering students. With proper guidance, new students can have a smoother transition, be more successful in identifying a major professor and research topic, and start on their research earlier. In turn, retention should improve and time to degree should decrease. How to engage all students entering the graduate program when the numbers are large is the challenge.

**Objective:** Institutionalize campus-wide peer mentoring, particularly for incoming graduate students.

Building on the program developed in the School of Electrical and Computer Engineering, the Graduate School will initiate a new peer mentoring program across campus. Because the number of experienced graduate students will always exceed the number of incoming students, the program can scale to accommodate all new students.

In the program, incoming students (mentees) are matched electronically with peer mentors based on social and academic interests. Mentors and mentees meet as a group with the faculty coordinator monthly over dinner for an organized program. The individual mentor/mentee pairs meet weekly for lunch or dinner for regular discussion and interaction. Mentors are trained in advance and directed to cover an array of issues that are important for academic success.

In addition, the Graduate School will:

- Provide financial resources to departments as an incentive to adopt the peer mentor program
- Monitor participation and assess outcomes
- Evaluate effectiveness and share best practices among departments and colleges
- Expand mentoring education for graduate faculty to include ongoing workshops and discussion forums
- Provide extended counseling and guidance to students through the Ombudsman Office in the Graduate School

This academic year, the Ombudsman Office in the Graduate School was expanded to include three peer ombudsmen, one of whom is a paid graduate staff member. The students receive formal training and work under the supervision of Associate Dean Atkinson. This new program is proving to be successful in that it is attracting students who otherwise would not consult anyone regarding their issues.

The Graduate School will continue to track progress and assess the impact of this program as it expands.
Initiative 5, “Survey Data Analysis”: Assessment and evaluation is important in an academic unit, as it allows a department to improve the quality of its programs and processes for recruiting high-caliber students. Although surveys are currently performed by the Graduate School, the results are not well disseminated and used effectively by departments.

Objective: In the spirit of continuous quality improvement and outcomes assessment, the Graduate School will work with the colleges and departments to develop a revised set of questions for its surveys, develop mechanisms to improve response rates, and provide results to colleges and departments in a convenient form for their use.

The Graduate School administers a survey to admitted students on an annual basis to obtain input on why students apply to Purdue and why they choose either to matriculate or pursue study elsewhere. Factors often include institutional reputation, amount and type of financial support, campus climate, and degree programs offered. Although the survey response rate is typically less than 60 percent, useful information is obtained. An example is shown in Figure 11, which provides feedback about the offers made to students with respect to health insurance, tuition coverage, cost of living, and fee coverage.

The Graduate School also administers a voluntary student exit survey to thesis students during the semester of graduation. Approximately 65 percent of these degree candidates respond.

To improve assessment and continuous quality improvement, the Graduate School will:

- Develop tools to support customized questionnaires at the departmental level for admitted students
- Devise incentives to increase the survey response rate for admitted students
- Provide departmental assessment data to the corresponding admissions committees and department heads
- Develop customized departmental questionnaires for the exit survey
- Make the exit survey mandatory for all graduating students with the caveat that a student may decline to answer any particular question
- Provide exit survey assessment data to each department
**Initiative 6, “Predictive Models”:** Presently departments and schools operate independently in their review of prospective students for admissions, typically basing decisions on subjective committee assessments of student strength. Process improvement can be achieved by migrating departmental culture away from subjective assessment to data-driven evaluation. An enlightened Graduate School should be analytic in its evaluation of prospective student credentials and undergraduate performance to assure academic career success after matriculation.

**Objective:** Develop departmental-specific statistical models to predict student success.

The Graduate School can retrieve past admissions data, such as GPAs and GRE scores, examples of which are shown in Figures 12 and 13. Additionally, the Graduate School has convenient access to performance data, such as GPA at time of program completion and time to degree. In theory, exit survey information could also be incorporated, which would provide job placement information, salary data, and various other metrics related to success. By correlating input data with success data, a statistical model can be developed that will predict student success for incoming students. Such a model could be used to guide admissions decisions and in deploying intervention strategies when necessary to help assure degree completion.

To realize the vision outlined above, the Graduate School will:

- Work with departments to define appropriate discipline specific success metrics
- Attempt to link exit survey responses to the admitted student database
- Perform statistical analyses on the data and develop predictive models for each degree program
- Work with departments to use the models in decision making
- Explore the use of the new Personal Potential Index (PPI) recently introduced by the ETS (Educational Testing Service) to determine if it provides value for assessing student success
Initiative 7, “Program Offerings”: Prospective leaders of tomorrow are anticipated to have diverse interests, expectations, and learning styles. Purdue should position itself to offer programs that meet these desires and expectations, creating an educational environment that is more attractive to a broad spectrum of talented prospective students.

Objective: To create attractive program options for incoming graduate students, which in turn will increase enrollments.

Purdue offers 70 distinct graduate degree programs on the West Lafayette campus distributed in 10 colleges. Most graduate students are enrolled in PhD programs, as shown in Figure 15. PhD enrollments are very good by national standards. However, enrollments in master’s and professional degree programs are low relative to peer institutions.

The Graduate School is working with departments and schools to consider new professional degree programs. In some areas there is high demand and opportunity for Purdue. To launch new programs, new financial models will be needed that provide incentives (i.e. revenue return). A good example of a model with incentives for growth at the departmental and college level is the Executive MBA Program offered by the Krannert School.

To help expand program offerings, the Graduate School will:

- Explore and encourage the development of efficient combined degrees, such as combined five-year baccalaureate/master’s degrees and master’s or PhDs with international and domestic university partners
- Develop incentive-based financial models for new professional degrees
- Develop hybrid in-class and online formats for master’s and professional degrees
- Explore interest among companies in Indiana and the nation in having specialized degree offerings for employees
- Explore opportunities to work with the armed services to provide graduate education

Fig. 14: New Concentrations

Fig. 15: Fall 2009 Graduate Enrollment of PhD and Masters Students
Initiative 8, “Distributed and Personalized Learning”: Students learn in different ways and often have different preferences for content delivery. To provide the highest quality education for graduate students, Purdue should provide options to address the learning style preferences of new graduate students.

Objective: Stimulate the exploration of new pedagogies for graduate instruction and develop new models for content delivery accompanied by a supporting campus infrastructure.

The National Academy of Engineering (NAE) points out “Ongoing research in neuroscience is providing new insights into the intricacies of neural processes underlying learning, offering clues to further refine individualized instruction. Given the diversity of individual preferences, developing teaching methods that optimize learning is a major challenge.” In fact, “personalized learning,” as it is called, is one of the NAE grand challenges. The Graduate School recognizes the need to explore personalized learning in the context of graduate education, understanding that the needs and expectations of future graduate students are changing.

Equally important is education content delivery. Students have grown accustomed to receiving information online from desktop platforms, from laptops, and from cell phones and other handheld devices. Providing tools and infrastructure that will allow instructors to deliver content to a variety of platforms and in many formats will enrich education quality and convenience to students.

To stimulate exploration of new pedagogies for graduate instruction, the Graduate School will:

- Bring together the experts on campus (many of whom reside in the College of Education, the School of Engineering Education, the College of Technology, and the Center for Instructional Excellence) for discussion and planning
- Develop pedagogical models that can be adopted by faculty in the disciplinary units
- Encourage faculty to publish new innovations in graduate education and provide recognition for those who do
- Help organize efforts to secure external funding through proposal submissions to the government funded IGERT (Integrative Graduate Education and Research Traineeship) and GAANN (Graduate Assistantships in Areas of National Need) fellowship programs
To facilitate the development of the delivery infrastructure for on-campus and off-campus educational content, the Graduate School will:

- Work with the Provost to implement a centralized distance learning office, building on the 2009 Online Learning Task Force report
- Work with IT staff to make video lecture recording systems conveniently available to graduate instructors
- Arrange for these recorded campus lectures to be accessible by students on demand
- Explore and promote new models for online courses, with incentives that are attractive to faculty and departments
Initiative 9, “Global Experiences”: Purdue University is recognized as an institution of distinction and attracts thousands of prospective graduate student applicants annually from all over the world. Now Purdue is poised to become an international university of distinction and will be recognized for its role in addressing the grand challenges of humanity.

Objective: Position Purdue University as a global leader in graduate education and research.

There are many indicators that society is becoming global. Companies are distributing their research, product development, and manufacturing globally. Information is being exchanged routinely all over the world through the Internet. Universities across the globe are gaining prominence and competing with American universities for top international students. While today Purdue measures itself by national rankings, like those published by U.S. News and World Report, tomorrow it will likely be the international rankings that are most important.

Purdue University is committed to rising to the challenge of establishing itself as a global leader in graduate education. In support of this vision, the Graduate School will:

- Explore the establishment of an international laboratory. Currently, Purdue is home to one U.S. Laboratory: the National Soil Erosion Research Lab. This could serve as an attractor for international partners willing to invest in a multinational laboratory.

- Explore domestic partnerships to enhance Purdue’s global reach. As a starting point, the Graduate School will approach the Georgia Institute of Technology about its French-financed campus in Europe. Combining Purdue expertise in agriculture with the engineering expertise at Georgia Tech could be attractive, since Georgia Tech does not have an agriculture program and agriculture is an important industry in France.

- Develop and expand graduate study abroad and research abroad opportunities, working closely with the Office of Programs for Study Abroad.

- Explore graduate student opportunities through Purdue’s new Global Policy Research Institute.

- Investigate the deployment of tele-collaboration technology for trans-continental research with universities in Africa and South America. These two continents offer an excellent testbed for addressing some of the world’s global challenges, such as food, water, and energy.
**Initiative 10, “Interdisciplinary Research”:** Modern research almost always involves a coordinated effort among scientists from a variety of disciplines in order to optimize the outcomes. As a result, support for interdisciplinary graduate student efforts has become a major goal of the Graduate School.

**Objective:** Increase the number of students involved in interdisciplinary graduate study by 30 percent and expand the number of interdisciplinary graduate programs accordingly.

Purdue graduate students have been involved in interdisciplinary studies for many years. In response to a 2004 Task Force Report from the Graduate Council, the Graduate School initiated an Office of Interdisciplinary Graduate Programs to foster expansion of those activities on campus. Since that time, a number of new programs have been officially recognized by the Graduate Council and an increasing number of students have been involved in these programs, as shown in Figure 16.

In order to accomplish this objective, the Graduate School will:

- Increase awareness of opportunities for interdisciplinary graduate study at Purdue
- Explore opportunities for new interdisciplinary graduate programs from among existing interdisciplinary research efforts on campus
- Find ways to reduce complexity associated with student involvement in interdisciplinary graduate programs
- Investigate the possibility of individual, interdisciplinary graduate degrees

![Fig. 16: Enrollment in Interdisciplinary Programs](image)
Initiative 11, “Postdoctoral Support”: The research enterprise of the University consistently includes several hundred postdoctoral researchers. These researchers are continuing their training but, at the same time, providing leadership and expertise to research efforts across campus.

Objective: Increase the number of postdoctoral researchers at Purdue and improve their opportunities for professional development and quality of life.

Several issues have caused problems for the postdoctoral community at Purdue in the past. The Graduate School took the lead in solving these issues (e.g. health insurance) through a Graduate Council Task Force that made recommendations in a 2003 report. In addition to working with Human Resource Services to solve the gap in health insurance coverage, the report resulted in the formation of a communication network to keep postdoctoral scientists informed of opportunities on campus. Purdue became a member of the National Postdoctoral Association in 2007. These advancements have taken place through a cooperative effort between the Graduate School and the Office of the Vice President for Research.

In the fall of 2009, several postdocs on campus formed a group now called the Purdue Postdoctoral Association (PPDA), developed a constitution, and became recognized as the organization representing postdocs at Purdue. They have worked to better publicize the availability of professional development opportunities for their membership, which has resulted in much larger participation. They have also organized social events on a regular basis and are continuing to promote a supportive campus climate.

To continue this development of the PPDA will require effort in the following areas:

- Establishment of a postdoctoral office with staff assistance to manage PPDA activities
- Expansion of professional development programs aimed specifically at postdocs
- Increased visibility and leadership in the National Postdoctoral Association
- Recognition of participation in postdoc career development activities. Consideration will be given to awarding certificates of completion
Initiative 12, “Graduate Faculty and Student Honors”: Purdue University graduate faculty and students excel on many fronts. Discoveries and achievements associated with Purdue’s graduate programs should be recognized nationally and internationally. The Graduate School can play a role in facilitating award recognitions, which enhance Purdue’s visibility and stature.

Objective: Organize and institutionalize a campus network for submitting national and international award nominations.

Currently, Purdue honors its students and faculty at the departmental, college, and university levels. The University and the colleges typically have a series of annual awards that recognize research, instructional excellence, teamwork, mentoring, and so on. Similarly, departments also confer honors often providing the nomination base for the college and university level awards.

Internally, the processes for awards and honors are well established and organized. However, nomination of Purdue faculty and students for national awards has been sporadic. While there are a few campus examples of organized national award submission efforts (such as for membership to the National Academies), many external award opportunities are missed.

Many recipients of Purdue campus awards would be competitive candidates for national awards. Since the nomination packages for the campus awards have already been prepared, assembling packages for similar external awards would require little additional effort.

Recognizing this as an opportunity, the Graduate School will:

- Compile a list of campus awards, along with criteria and deadlines
- Compile a list of external awards, also to include criteria and deadlines
- Develop a calendar and timeline for submissions
- Develop a culture within departments and colleges of submitting external award nominations
- Track success in award submissions and provide feedback to departments and colleges

Strategic thinking never stops in the Graduate School