

STRATEGIC PLAN PROGRESS REPORT YEAR FOUR

I. Integrate training of the mind with cultivation of character for citizenship and service.

Recommendation #1: Establish a university-wide committee to coordinate service activities through regular meetings of program representatives, to publicize Butler service programs on and off campus, and to assist programs in finding resources to support their activities. This committee should have an operating budget that includes funds to support start-ups of new service programs. It should maintain a website with links to all Butler service programs and to useful sites beyond the Butler community.

The University Service Committee (USC) continues to collect data on all Butler experiential education programs. It is working with the Administrative Systems Implementing Committee and the Office of the Registrar to link data on experiential education with individual student records on the computer system. The USC assisted in developing curricular guidelines for the "Indianapolis Community Requirement" in the revised core curriculum, which were approved by the Core Curriculum Committee in January 2008.

In process

Recommendation #2: Create a university-wide academic honesty policy and embark on a periodic ethical audit of Butler policies and practices.

The following policies pertaining to ethical behavior of faculty and staff have now been approved: A Statement of Guiding Principles, The Workplace Violence Policy, The Anti-Harassment Policy and Complaint Procedures, The Conflict of Interest Policy, and the Consensual Relations Policy. Discussion proceeds on a Faculty and Staff Background Check Policy. In addition, growing out of discussions in the Audit Committee, we have instituted a reporting system to Ethics Point, an external site that preserves anonymity, for concerns about financial fraud or improprieties. Students from the Council on Presidential Affairs are exploring the creation of a Student Academic Honor Code.

In process

Recommendation #3: Underwrite professional development opportunities for faculty and staff to explore the moral and spiritual dimensions of teaching, learning, and work.

Professor Marshall Gregory continues his annual seminar for faculty and staff on liberal education and pedagogy. The Center for Faith and Vocation faculty seminar on spirituality and higher education continues to acquaint faculty with ways to integrate issues of spirituality and ethics into courses. The Staff

Development Committee held three training workshops and conducted an on-line survey to identify areas of focus for future training workshops.

In process

Recommendation #4: Design a Center for Global Citizenship that would provide coordination for Butler's internationally-focused programs and promote innovations supporting a global emphasis.

The Center for Global Education has established partnerships with each of the five colleges and maintains a visible presence in supporting global education and international programs. It provides ongoing support of study abroad and international exchange programs, and it developed Global Adventures in the Liberal Arts (GALA), a new semester-long faculty-led study abroad program., New exchange programs include agreements with Ritsumeikan University in Kyoto, Japan, and National Chengchi University in Taipei, Taiwan, bringing the total of exchange programs to fifteen. Butler University also partnered with IUPUI to establish a Confucius Institute, funded by the Chinese Ministry of Education, to Indianapolis. We will be able to draw on the Chinese language teaching expertise of the two scholars from China who will be assigned to the Institute each year.

Substantially completed

Recommendation #5: Perpetuate the Center for Faith and Vocation beyond the period of initial funding by seeking permanent support for its director, staff, and programming.

We continue to raise monies toward the ButlerRising goal of a \$2 million endowment for the Center. To date, in excess of \$700,000 has been raised in designated funds. Butler has identified undesignated funds to endowment that could be devoted to filling this bucket at the end of the campaign, but we will continue to seek designated gifts for this purpose through May 2009.

Substantially completed

II. Create continuity from classroom study and experiential learning to career planning and placement.

Recommendation 6A: Establish a common freshman year experience whereby students will undergo a structured and intentional process of self-discovery and examination of their values, interests, personalities, and skills.

Recommendation 6B: Require an applied learning experience (internship, faculty-guided independent research, service learning) of all upperclassmen that is appropriate to their majors, postgraduate aspirations, and personal interests.

Recommendation 6C: Require a capstone project that asks all seniors to demonstrate the knowledge, skills, and attitudes they have developed at Butler. The project may be part of a senior seminar (or other required course), an honors thesis, a presentation at a conference, a student-teaching portfolio, a performance with written reflection, or other substantive academic experience assessed by faculty.

The Core Curriculum Committee has approved guidelines for the First-Year Seminar, Physical Well-Being, and the Indianapolis Community Requirement. To date, 137 pilot sections of the new core have been taught, including 52 during fall semester 2007. Full implementation of the First-Year Seminar is scheduled for AY 2008-09, with the rest of the new core to go on line in succeeding years.

In process

Recommendation #7: Create the technological capacity for web-based electronic portfolios.

In February, Academic Affairs and Information Resources will be bringing together a group of faculty and staff to evaluate four ePortfolio systems. We are also testing a new ePortfolio product developed by a Butler faculty member. We anticipate having a proposal on a selected ePortfolio application, along with estimated resource requirements, by May 2008.

In process

Recommendation #8: Improve efforts to identify and cultivate employment opportunities for our graduates and to prepare these graduates to be more effective in their job search strategies and skills.

The Internship and Career Services (ICS) office, as a result of the Partnerships for Educational and Career Opportunities (PECO) grant and efforts from the Director, established relationships with 96 new employers over the last year to develop opportunities for Butler students. In addition, 83 employers served as presenters for the Brain Gain, Internship and Career Prep Program, the Diversity Connections event, and the LC 301 course, which ended its 2-year pilot run in May 2007.

To help them learn how to be more effective in their job searches, 3689 students took part in activities sponsored by the ICS office in 2007—the number represents an extraordinary increase of 71% over 2006 participation rates. These activities included workshops on job searching, development of resumes and cover letters, and interviewing skills; as well as a number of career and internship fairs and classroom presentations.

We are currently building in additional funding for ICS in the FY 2008-09 budget to sustain activities as the PECO grant draws to an end.

ICS has also partnered with Alumni and Parent Programs to promote the Butler Links U to Employers (B.L.U.E.) database, which offers students a network to locate alumni mentors as well as internship and employment opportunities. Currently 2,096 alumni are registered in the B.L.U.E. system.

Substantially completed

III. Develop vibrant interdisciplinary programs in science that contribute to efforts to revitalize Indianapolis and central Indiana.

Recommendation #9: Promote “discovery-based learning” as the educational paradigm in the sciences and in other parts of the Butler curriculum.

This recommendation was previously listed as Substantially Completed; however, additional work has been undertaken toward this goal. In particular, grant proposals have been submitted which if funded, will enable even more discovery-based work on curriculum. Through the Fairbanks Foundation, we have increased the number of students participating in the Butler Summer Institute, and we have created a salaried research opportunity for students in the sciences during the academic year. Since pedagogical advances are always on-going, this recommendation will continue to be addressed in the future.

Substantially Completed

Recommendation #10: Create an Urban Ecology Center to increase understanding of urban ecosystems and to promote the stewardship of biodiversity within the urban landscape. The Center will foster interdisciplinary collaborations across the University and will encourage outreach activities in partnership with the broader Indianapolis community.

The Center for Urban Ecology (CUE) has been established, and a facility has been dedicated for use by CUE. We have used the momentum to submit grant proposals to further the work of CUE. A \$1 million endowment for the Center is a goal of ButlerRising. We have identified undesignated funds to endowment that could be devoted to filling this bucket at the end of the campaign, but we will continue to seek designated gifts for this purpose through May 2009.

Substantially Completed

Recommendation #11: Enhance funding and programming for the Butler Summer Institute.

A gift from Fairbanks Foundation and a continuing Lilly Endowment grant has permitted the Institute to increase its numbers from sixteen students a summer to 33. Stipends for students have increased from \$2,000 to \$2,500 and

for faculty from \$500 to \$1,000. The Institute will be a continuing focus for fundraising.

Substantially Completed

Recommendation #12: Institute outreach activities to Indianapolis and Central Indiana that include a Science Teacher Training Initiative; science department links to industry, non-profits, and government agencies; and sponsorships of science fairs.

As a component of the Shortridge partnership, the College of Liberal Arts and Sciences (LAS) and the College of Education are working with Shortridge teachers to build science curricula and to submit grant proposals to underwrite student activities.

LAS and the College of Pharmacy and Health Sciences will be participating in a Faculty Research Showcase in March 2008, sponsored by the Consortium on Urban Education. The goal is to identify possible partnerships among universities and the life and health science business communities.

The 19th annual Butler Undergraduate Research Conference was held in April 2007. The 650 registrants presented 340 papers and 90 poster sessions. Underwritten again by Eli Lilly and Company, the Conference garnered high marks: 96 % judged the quality of presentations as excellent or good, and 94 % judged that the overall conference experience was good.

In process

IV. Shape the demographics of the Butler student body in order to better embody institutional commitments.

Recommendation #13: Maintain full-time undergraduate student enrollment in the range of 3750 to 4000 with a first-year to sophomore retention rate of 90% and a six-year graduation rate of 75%.

The fall 2007 full-time undergraduate enrollment was 3845, down from 3872 in the fall of 2006. This decrease came in spite of one of our largest entering classes and was due not only to the graduation of the large class of 2003 but also to the elimination of lacrosse and men's swimming. In 2007, the freshman-to-sophomore retention dropped to 86%, down from 87% in 2006. The six year graduation rate for the freshmen class entering in 2001 is 74%, up from 68% for the class entering in 2000.

The Student Retention Operational Team and the Learning Resource Center continue to develop retention-enhancing protocols. This fall, they are paying particular attention to academically-at-risk students and COPHS students who are likely not to earn admission to the professional phase of their programs.

In process

Recommendation #14: Optimize the use of facilities by inventorying our physical space and by more effectively utilizing the hours of the day and the days of the week that classes are offered.

The University master planning consultant and the Registrar completed a classroom utilization study in spring 2007 that revealed an overall surplus of classroom space but a mix of small and large unmediated classrooms ill-fitted to interactive, technology-dependent instruction. We are implementing changes in response to the study. The Council of Deans has reviewed the academic space needs and is working with Operations to remodel classrooms, the renovation of Holcomb this past summer being one instance. Projects for 2008 include consolidating teaching labs and classroom enhancement primarily in Jordan Hall.

Substantially completed

Recommendation #15: Refine academic advising to support the interests and aspirations of students.

The 2007 Faculty Activity Report featured a stand-alone question on academic advising, asking faculty to describe their philosophy of academic advising and to indicate professional development activities undertaken during the year to improve their advising. To ensure institutional support for improvement, the Learning Resource Center developed a menu of topic-specific professional development modules for which colleges and departments could request presentations. Subjects include advising student athletes, high-achieving students, probationary students and first-year students. The service is ongoing, and deans and program chairs are encouraged to take advantage of the offerings.

New advisor training sessions continue. Faculty who will advise for the first time are invited to attend two 2-hour sessions that cover topics ranging from student development to course registration. The curriculum asks faculty to consider philosophies of advising, advising as teaching, use of tools (such as an advising syllabus and student self-evaluations), and how to challenge and support students through conversation. The curriculum reflects on-going efforts to transform Butler's long-standing advising paradigm from prescriptive advising to developmental advising.

Efforts and progress continue toward campus-wide, on-line advisor evaluations using Blackboard. Three colleges--JCFA, COPHS and COE—now participate, and feedback has been positive.

In process

Recommendation #16: Strive to increase the critical mass of American minority and international students in the full-time undergraduate student body.

The combination of American minority and international students in the entering class was 10.9% for the fall 2007, with an actual headcount of 108. This is very much improved compared to 7.3% in fall 2001, with a headcount of 68. The overall representation of minority and international students in the full-time undergraduate student body was 10.4% in fall 2007, with a headcount of 400, compared to 8.9% in fall 2001, with a headcount of 310. Applications from American minority and international students increased during this period from 430 in 2001 (14% of the applicant pool) to 1263 in 2007 (24% of the applicant pool.) We are eliciting more interest from minorities and internationals; one deterrent to enrolling is their need for more financial aid. To this end we are instituting for the entering class of 2008 the Butler Tuition Guarantee, where ten students from the Indianapolis Public Schools, the Center for Leadership Development, and the Starfish program who meet Butler admissions standards will receive the full cost of tuition in gift aid from federal, state, and Butler institutional funds.

In process

Recommendation #17: Seek funding for need-based scholarship monies, and in particular funds to support minority and international students.

The goal for endowed scholarships remains the largest single item within the ButlerRising campaign. Since December 31, 2006 (last update), \$5,339,085 has been committed to scholarships, bringing our total for this priority to \$13,924,500. This leaves \$16,075,500 to be raised by May 31, 2009, to complete the \$30 million goal.

In process

V. Affirm racial and ethnic diversity as integral to the Butler educational experience.

Recommendation #18: Strive to increase the critical mass of multicultural faculty and staff in the Butler workforce.

American minorities made up 12.0% (36/302) of full-time faculty in 2007, compared to 8.6% in 2001. The number of multicultural faculty (American minority and international) has increased from 28 in 2000 to 56 in 2007, representing an increase from 11.5% to 18.5% (56/302) of full-time faculty. Multicultural representation among staff was 16.4% in 2001, 16.1% in 2005, and 15.8% in 2007.

Substantially completed

Recommendation #19: Develop pro-active measures to ensure a diverse pool of applicants for positions, including oversight committees for both faculty and staff hiring as well as discretionary funds to recruit top minority faculty and staff professionals.

The Council of Deans has established a policy requiring all faculty search committees to meet with Lisa Walton, Manager of Employment, Training and Development, prior to commencing the search process. The purpose of the meeting is to determine strategies that will result in a position posting and a process for vetting and interviewing candidates that will result in a more diverse candidate pool, thereby heightening the prospects of hiring minority faculty. Likewise, the Council on Racial and Ethnic Diversity worked to develop a staff-hiring flowchart that requires hiring units to work with Lisa on recruitment practices that result in more prevalent hiring of minority staff. Similar measures need to be undertaken for staff hirings. Human Resources has requested additional staffing to assist Lisa in these endeavors.

In process

Recommendation #20: Establish diversity training as part of new employee orientations and supervisor, chair, and director workshops.

In 2005, the Council on Racial and Ethnic Diversity (CRED) adopted the conceptual frame of “microinequities” and “crucial conversations” as the foundation of formal diversity training among staff and students. These terms and the underlying principles were developed through conversations with diversity-program managers at a number of Central Indiana corporations and nonprofit organizations.

Guided by that conceptual frame, CRED and Lisa created Diversity Dimensions, a program that focuses on examination of personal identity, interaction with others’ identities, microinequities, and crucial conversations. That program was piloted with the College of Education, the Finance area, Student Affairs, Residence Life, and supervisors in the Operations area. In January 2008, the President authorized funds to offer this program to all faculty and staff.

In process

Recommendation #21: Explain clearly how curriculum supports the institutional commitment to diversity.

The new Core Curriculum is a central expression of the University’s commitment to diversity. This emphasis is particularly found through explorations of the self, community, and the world in the First Year Seminar and in the Global and Historical Studies requirement. To date, 137 sections of the new core have been taught as we move toward implementation. Moreover, courses in U. S. and international diversity are found throughout departmental course offerings.

In process

Recommendation #22: Locate a space for a Multicultural Center where students of color may gather and where diversity activities may be coordinated.

The Efroymsen Diversity Center was formally dedicated in December 2006 and has become the central node for student diversity activities.

Substantially completed

Recommendation #23: Create a diversity outreach office with a director reporting to the President.

One of the recommendations of the Gender Equity Commission in its final report, promulgated in Spring 2007, was the appointment by Fall 2008 of a director of diversity reporting to the President. The President is responsible for that search.

In process

VI. Support faculty and staff development, and make continuing provision for the maintenance of technology and facilities.

Recommendation #24: In order to facilitate consistent, thorough, and universal opportunities for professional development, create an Office of Professional Development charged with nurturing Butler's intellectual capital

- by putting in place people, processes, resources, and technology to enable Butler staff and faculty to grow on the job;
- by exploring sources of funding that would support professional development efforts across the University.

Activities in response to this recommendation have led away from a centralized Office of Professional Development and toward the joint leadership of Academic Affairs, Information Resources (IR), and Human Resources to provide programming across academic and staff areas.

Academic Affairs has hired Marc Hardy to serve as a full-time grants manager to assist faculty in submitting applications for external funding. The Levinson gift to the College of Liberal Arts and Sciences has permitted faculty to take a course release to write grants. There has been an increase in the number of faculty grants submitted and received.

Information Resources worked closely with faculty to complete an assessment of instructional technology efforts, which produced recommendations such as to increase the number of mediated classrooms, move toward a model of one-on-one training for faculty development, leverage students' existing laptops, and provide tools and training on podcasting. IR held summer workshops for roughly 90 faculty members. These sessions, conducted jointly by a faculty and an IR staff member, identified ways for faculty to incorporate technology into

their own teaching styles. We also offered the standard array of workshops on topics such as Blackboard, Tablet PCs, Microsoft Office, PeopleSoft, Google Docs and document collaboration.

Human Resources continued to provide staff training in the areas of time management, team building, diversity, performance management, and interviewing skills. Diversity training has also been provided for Resident Assistants, the Student Government Association's Executive Committee, and participants in the Campus Conversations on Race. The Gender Equity Commission's final report has identified the need for continued supervisory training and development for academic department chairs. Human resources will continue to respond to these needs as they arise and HR staffing can accommodate.

In process

Recommendation #25: Define performance standards for faculty and staff, reward accomplishments consistent with a "pay for performance" philosophy, and provide opportunities for employees to develop new skills and expertise.

Since AY 2003-04, there has been an annual performance-based evaluation system that serves as the basis for annual pay increases. Human Resources continues to provide performance evaluation training, delivered in January, prior to evaluations being written. We have completed a Staff Compensation study that standardizes job titles and salary ranges for jobs across campus. It establishes salary ranges for each job and creates job family trees that provide career paths for advancement. The first result of the study was to allocate the AY 2007-08 staff equity pool to ensure that staff are paid at least the minimum salary established for their jobs.

In process

Recommendation #26: Support teaching and service by recognizing excellence in teaching, empowering mentors to faculty, and developing guidelines for service.

In 2005, the Council of Deans adopted and implemented a new faculty mentor program. Protocols for performance evaluation need to be elaborated. A recognition program to reward excellence in teaching is still to be created.

In process

Recommendation #27: Foster an institutional culture that supports research and creative activity.

The Levinson/Fairbanks grants to the College of Liberal Arts and Sciences and the Lilly Endowment grants to the College of Business Administration and the College of Pharmacy and Health Sciences include funds for faculty equipment and space needs, and support for faculty research, travel, and matches for external

grants. Annual events recognizing faculty research and creative activity include the Celebration of Scholarship, the Faculty Research Reception, and the Faculty Research Showcase.

In process

Recommendation #28: Provide tools and training to optimize technology use in support of teaching, learning, and administrative endeavors.

Butler has now successfully implemented a systematic and ongoing technology replacement cycle program, ensuring that our faculty, students, and staff have up-to-date technology. Since receiving a Fairbanks Foundation \$3 million “start-up” gift in 2003, Butler has upgraded classroom projection systems, computer labs, faculty/staff computers, and network infrastructure. In 2003, 48% of Butler’s desktop computers were more than four years old; today, only 8% of our computers are more than four years old, which is exactly in line with our plans. For AY 2007-08, the budgeted investment in technology will be \$1.2 million; this grows to \$1.5 million in AY 2009-2010.

This past summer, the Lilly Butler Business Accelerator grant funded major renovations to Holcomb. We will be relocating our computer servers to the basement of the new Pharmacy building. While we also added computer projection equipment to three more classroom across campus this past year, only 55% of our classrooms have built-in computer and projection capabilities. We intend to increase the number of technology-mediated classrooms in the years ahead as monies become available.

Substantially completed

VII. [Recommendation #29]: Utilize third-party financing to build a new apartment-style residence complex for juniors and seniors and a new health and fitness center for students and employees.

Both the Residential Village and the Health and Recreation Center (HRC) opened in the fall of 2006.

Substantially completed

VIII. Cultivate stronger ties to alumni and friends of the University.

Recommendation #30: Start cultivating alumni ties during a student’s undergraduate years.

In conjunction with Admissions, the Office of Alumni and Parent Programs hosted eight summer send-off parties to welcome entering students and their families to the Butler community. Attendance at our largest Summer Send-off exceeded 130 individuals, including new students and their family, current students and local alumni.

Efforts to cultivate students continue with Family Weekend as we increased promotion to the current student population. In 2007, 245 families pre-registered for the event. This was an increase of 22% over the 2006 event and 46% over the 2005 event. The Lil' Sibs program, sponsored by Blue Key, is particularly popular with current students and younger siblings and is an opportunity to engage siblings in the Butler experience.

The Office of Alumni and Parent Programs advises the Butler University Student Foundation (BUSF). BUSF provides networking opportunities for current students with alumni. One notable activity is the "Dinner with 10 Bulldogs" program. In 2007, thirteen alumni hosted dinners, including one in Washington, DC. The 78-member BUSF also serves as ambassadors during Homecoming weekend, Family Weekend, the Bulldog Hospitality area, and other campus-wide events. They organize the annual Bulldog Jog, a 5-K run for students, faculty, staff and runners from the community, with proceeds funding their four annual book scholarships. In 2006, they were recognized nationally as the Outstanding Student Organization by the Association of Student Advancement Programs.

In cooperation with the Office of Student Affairs, the Butler University Alumni Association continues to coordinate the Top 100 Student Recognition Program. In 2007, over 200 students applied to be considered for this honor.

Upon graduation, the Butler University Alumni Association sends new graduates a DVD of their graduation ceremony as a welcome gift, accompanied by a letter sharing the many benefits and opportunities afforded to them as a Butler graduate. The letter encourages new graduates to keep the University apprised of their contact information.

Substantially completed

Recommendation #31: Keep graduates engaged with the University.

The Office of Alumni and Parent Programs works with the Butler University Alumni Association Board of Directors to utilize members' energy, skills and contacts to improve ties between Butler University and its alumni. In 2007, the Board of Directors adopted an action plan wherein Directors are asked to report on their progress in the following areas at each Board meeting:

- Informing alumni of events and happenings on Butler's campus*
- Involving alumni in the University's social, athletic and arts activities*
- Encouraging alumni to invest in Butler University*

In 2007, the Alumni Office established the Central Indiana Alumni Chapter, with over 16,000 alumni in the region. The first event sponsored by the Central Indiana chapter will be Alumni Day in February 2008. The event is sold out. The Office continues to work with leadership in our eight chapter cities. This year we have implemented year-long working calendars to better plan and

promote Butler events in the chapter regions by utilizing existing publications (Butler Magazine, Butler Newsflash, etc.).

In collaboration with JCFA, the Office held two alumni engagement events: the Jackson Wiley Tribute and the Stars of the Ballet. The events brought more than 100 JCFA alumni back to campus.

The Office worked with the Young Alumni Board of Directors (YAB) to create social engagement opportunities such as the Young Alumni Family Picnic in order to promote career initiatives on campus and provide young alumni with networking activities. In 2007, new faces consistently have been seen at young alumni events, and several non-board member volunteers have come forward to volunteer their services on YAB committees.

In May, the Alumni Office worked with the Black Alumni Association (BAA) to host a ButlerRising reception at the Madame Walker Theatre with 80 participants. The Office helped coordinate the BAA Scholarship Challenge, which has raised over \$58,000. The first BAA scholarship will be awarded in August 2008.

In September 2007, the Butler University Gay, Lesbian, Bisexual, and Transgendered Alumni Association was established. The Alumni office is currently working with organizers to write by-laws. A celebration is planned for February 2008, where a GLBT Scholarship will be announced.

Attendance at alumni-sponsored events continues to remain strong. Below are examples of successful events held during the 2007 year:

- Maximum capacity (over 500) at Alumni Day*
- Alumni events in eleven cities for men's basketball*
- Maximum capacity (over 240) at the Hall of Fame Dinner in June*
- Maximum capacity (over 325) at June Indianapolis Indians event*
- Over 475 people pre-registered for Homecoming*
- 245 families pre-registered for Family Weekend*

In 2007, Internship and Career Services (ICS) utilized 49 alumni as presenters in programs, including the Internship and Career Prep Program, the summer Brain Gain program, and the LC 301-World of Work class. ICS has also solicited alumni via the monthly Butler Newsflash, asking alumni to serve as presenters and seeking new internship and full time employment for current students. To date, ICS has developed a network of 2096 alumni who are willing to aid Butler students in locating internships, researching career information, and developing job-search contacts.

Substantially completed

Recommendation #32: Communicate regularly with alumni and friends.

In order to maintain regular communications with alumni and friends, we continued to send our signature newsletters – Parent NewsFlash, President’s Perspective and the Butler NewsFlash. Distribution of the Parent NewsFlash changed from bi-monthly to monthly in an effort to keep parents abreast of time-sensitive campus news. The readership of President’s Perspective was expanded from the campus community to include alumni, friends, and parents of students. Each issue of the Butler NewsFlash is theme-based and targeted to a specific time of the year, such as Homecoming, with links to the Butler website for more information.

An addition to Butler’s e-communication strategy was an electronic newsletter for the College of Business Administration called Connections. This quarterly newsletter keeps CBA alumni and friends informed of CBA news, programs and events.

The Alumni Office instituted a new survey tool for all major events in an effort to encourage feedback from alumni after they attended an event. Responses help the staff modify events, enhance programming and improve the communications flow.

In support of ButlerRising, the campaign website was updated with new content and refreshed navigation. Additional media such as flash applications and videos were added to draw attention to priority areas.

As part of Coordinated Marketing, efforts began in late fall to redesign the Butler University website. The first phase of this project includes a revamped homepage, a new landing page for our top-level navigation pages, and new audience-based navigation pages. The overall goal of this project is a bring consistency to the look and feel of the website, while also improving usability for all of our visitors.

Substantially completed

IX. Seek further opportunities to make Indianapolis and central Indiana venues for education and service.

Recommendation #33: Develop a communications strategy that inventories and publicizes what we do in, for, and with the larger Indianapolis community.

News of Butler’s partnership with Indianapolis Public Schools to create Shortridge Magnet High School for Law and Public Policy was disseminated to the public via a press conference and on campus via President’s Perspective. Following the initial announcement in February 2007, work began with IPS officials to develop a comprehensive communications plan. Many of these efforts will be implemented in 2008 to coincide with the one-year anniversary of the partnership announcement.

After a successful communication strategy in 2006 to support the launch of ButlerRising, efforts in 2007 focused on continuing the momentum. To support this goal, efforts were made to keep content on the campaign website timely and engaging. Some of new content includes feature stories about donors, news stories about dedications, and press releases about priority areas.

Announcements on the \$10 million combined gifts from Frank Levinson '75 and the Fairbanks Foundation to the sciences, and Keith and Tina Burks' gift to athletics, generated good press for the university. The announcement of our reaching our \$125 million goal and seeking an additional \$20 million to fund our remaining priorities received front page placement in the December 26 Indianapolis Star.

*In 2007, the College of Business Administration entered into an exciting partnership with Inside Indiana Business and Ice Miller LLP with the goal of providing MBA students with opportunities to gain relevant, real business experience, and to better understand Indiana's business climate. The result was a survey, *The State of Our Business: A Perspective from Indiana Executives*. The year-long project resulted in great PR for the university. Inside Indiana Business ran a week-long report on the results. Coverage consisted of news articles, radio interviews and opinion pieces submitted by Butler professors, as well as a panel discussion on the television show. This partnership will continue in 2008.*

The College of Business Administration remained in the public spotlight by way of stories on innovative classes and the Butler Business Accelerator. Assistant Professor Steve Dolvin's Applied Portfolio Management course, in which undergraduate and MBA students manage a real portfolio of \$1 million was featured in the Indianapolis Business Journal and on WISH-TV Channel 8. The Butler Business Accelerator was featured on Inside Indiana Business and in Indiana Business Magazine.

A comprehensive PR/marketing plan was developed in support of Butler Ballet's "Season of Greatness." Advertising included a blend of print, on-line, radio and television spots. Earned media placements included articles in NUVO, Indianapolis Business Journal, Indianapolis Star, and WISH-TV. The combined efforts resulted in approximately 1,400 tickets issued for Stars of the Ballet, and a total of 7,750 tickets issued for the five performances of The Nutcracker.

The expertise of our faculty is something we continue to promote year after year. In 2007, we added new topic areas and faculty resources to our expert's list. Media have commented throughout the year on the thoroughness of the document.

Additionally, throughout 2007, efforts also focused on promoting news and events within the colleges ,e.g., the Visiting Writers Series, JCFA music and theatre performances and the Diversity Lecture Series, through the use of opinion pieces, television and radio interviews, and newspaper articles.

Clowes Memorial Hall Marketing staff serve as liaisons to the Arts Council of Indianapolis, ICVA and Downtown, Inc., making sure that all events at Clowes are in all cultural tourism materials. In addition, press releases for Clowes-sponsored events are sent out to over 100 media contacts throughout the state including all colleges and universities.

The Clowes Hall website, www.cloweshall.org, is a significant component of the marketing plan. The website provides a comprehensive calendar, detailed building information, box office information, development and sponsorship opportunities and links to other arts organizations, artists' websites, and areas of interest related to arts programming. Over 10,000 interested persons receive E-news, a targeted monthly email update focusing on presentations for the month ahead. Recent statistics show that the website receives an average of 35,000 unique monthly visits with average visit duration of 2 minutes. Another interactive component of the marketing plan is an on-line presence in both Facebook and MySpace.

Butler athletics, and in particular the men's basketball program, has garnered publicity on both the local and national level. The Athletic Department website underwent renovation in January 2007 and has since received 3,579,141 hits. Unique monthly visitors have risen to 42,019. Every men and women's conference basketball game is available via webcast through the Horizon League Network. The Bulldog Club had a record membership of 1,500 in 2007, and sponsorships from corporate partners are at 42. The athletic department has sponsored the annual fitness run, and we are planning to make the 30th run in 2008 a special celebration.

In process

Recommendation #34: Encourage internal efforts to develop collaborations and activities in Indianapolis in line with the mission, commitments, and priorities of the University.

The Butler Business Accelerator has contracted with eleven clients . The College of Education continues work with faculty and staff of Shortridge Magnet School. JCFA's Community Arts School continues to expand instruction in the performing arts and has attracted community funding. The Celebration of Diversity Lecture series, celebrating its 20th year, remains a model program that attracts continuing funding from area corporations and foundations as a statement of their commitment to diversity.

Internship and Career Services (ICS) continues to be actively involved in collaborations and activities within the Indianapolis community. The Get

Indyinvolved event, as part of the Brain Gain program, was held as a partnership with ICS, the Indianapolis Children's Museum, and the social networking group Indy Hub. At the event, nearly 400 community members were in attendance and interacted with ICS staff and Butler students. The ICS office also partnered with Northwestern Mutual Life for a Butler Evening at the Columbia Club event in which 85 community members and Butler alumni were in attendance. Other partnerships with community entities over the past year included the Indiana Economic Development Corporation, Central Indiana Corporate Partnership, the Indiana Statehouse, and the Indiana Health Forum. Several staff members continue to volunteer at Fathers and Families in which they help disadvantaged minority men prepare for the workforce.

Special collaborations are held annually at CMH, including the city-wide arts community's special event "Spotlight" to benefit the Indiana AIDs fund. In September 2007 CMH, Dance Kaleidoscope and the Indianapolis Symphony Orchestra joined together to present Gustav Holst's The Planets. The success of this production has encouraged the three organizations to begin planning for Scheherazade in fall 2008. For the past seven seasons, Clowes Hall has collaborated with Indianapolis-area artists to display their works in the Grand Lobby as part of a rotating art exhibit. The newly created Gallery Walk/Talk program provides an opportunity for community members to view the artwork with the artist and learn more about his/her artistic process. Clowes established its Kennedy Center Partnership with the Metropolitan School District of Wayne Township. The township serves a wide socio-economic spectrum of Indianapolis with 47% minority enrollment and 60% of students on free/reduced lunch and textbooks. Some of the arts programs initiated in the past year include a cross-curricular humanities project with Ben Davis High School, workshops for Wayne teachers geared to integrating the arts into the curriculum, and a performance by professional actors based on writing from Wayne students.

Substantially completed