

**DARE TO LEAD:
A VISION OF BUTLER EDUCATION FOR THE NEW CENTURY**

Preface

Two-and-a-half years ago, the Butler community embarked upon a process of re-examining and re-committing to its fundamental principles. At the dawn of a new century, and as we approached Butler's own 150th anniversary, it was incumbent upon all of us to immerse ourselves in a consideration of our University's identity and future.

This document is the product of that process. *Dare to Lead: A Vision of Butler Education for the New Century* seeks to define what Butler is as well as what we want to become. It reaffirms the historic mission and commitments of the University and the values that inform them. It also enunciates nine initiatives, shaped through the process of community discussion, which will embody the mission and commitments for our generation. Finally, it is a strategic plan that charts a course for the University with specific goals that are achievable within the next five years.

As important as it is to state what *Dare to Lead* is, it is equally important to state what it is not. *Dare to Lead* intentionally has a university-wide focus. Therefore it contains few college-specific goals. As a matter of course, the provost and college deans will be leading their faculty, staff, and alumni in developing corresponding strategic plans.

At its best, a strategic plan is about ideas: ideas of visionary potential and of practical purpose. Agreeing upon these ideas provides us all with a common language as we move forward. *Dare to Lead* should inspire action and expansion upon its ideas, with strategies that were not even imagined during its development.

To better understand where we have arrived, it would be fitting to recount the journey that has brought us to this point:

Fall 2001/Spring 2002

- Development and circulation of white paper

In the fall of 2001, I drafted a white paper that was a personal reflection on Butler's mission and commitments, its financial challenges, and possible directions it could take into the future. That paper became the basis for discussions, formal and informal, with students, faculty, staff, trustees, and alumni through the fall and into the spring. Those discussions culminated in a Saturday retreat in April 2002, attended by some 200 members of the extended Butler community. Roundtable discussions by the invitees generated cumulative reports of opinions and feedback.

Summer 2002

- Revision of white paper into vision statement

During the summer of 2002, using the roundtable reports as a guide, I retooled the original white paper into a vision statement. The change from white paper to vision statement reflected the evolution of the document from my own analysis and aspirations to a community expression of the nature of the University. The mission and commitments had been reaffirmed. The financial section was dropped, in large part because we were already implementing measures to successfully address the budgetary and fundraising challenges described in the white paper. The discussion of future directions evolved into ten initiatives that would characterize how we would carry out the mission and commitments of the University over the next years.

Fall 2002/Spring 2003

- Adoption of the vision statement

The vision statement was distributed in the fall, with extensive feedback solicited again from all major campus constituencies. There were open forums and meetings with student government, faculty, and staff assemblies. The ten initiatives were reduced to nine, and the Board of Trustees affirmed their support of the vision statement. With mission, commitments, and initiatives developed and confirmed by the campus community, the next challenge was to convert the vision statement into a strategic plan by specifying activities to be pursued over the next five years.

Spring/Summer2003

- Initiative recommendations formulated by work groups

Nine workgroups were created in the spring of 2003, one for each initiative. The workgroups were charged to make recommendations for activities over the next five years that would advance the initiatives. The workgroups met over the summer and engaged more than 80 faculty and staff members, alumni and community members. Their reports were completed in September.

Fall 2003

- Development of strategic plan

The initiative workgroup reports were forwarded to a strategic planning committee on which the provost, deans, vice presidents, and a representative from each of the initiative work groups served. We met throughout the fall, on successive Saturday afternoons and then during a series of evening meetings. Not all of a work group's original recommendations were included in the draft strategic plan issued by the committee. In looking at how this document would serve the University over the next five years, it was

vital to narrow its scope. Through discussion and consensus, the report recommendations were narrowed into the 34 recommendations included in this strategic plan.

November/December 2003

- Community review of strategic plan

The draft strategic plan became the subject of expansive feedback from all University constituencies. Both the strategic plan and the initiative reports were made available online, and open forums were conducted throughout campus to which all faculty and staff members, as well as all alumni and community members who served on work groups, were invited to participate. Co-chairs from the work groups facilitated the meetings and recorded the feedback. I also met with the representative groups of each campus constituency: Faculty Assembly, Staff Assembly, and the Student Government Association. The draft was discussed by the Board of Trustees in their December meeting.

February 2004

- Trustee adoption of final strategic plan

After discussion, the strategic plan was revised once more before being discussed and ratified by the Board of Trustees at their February meeting. Over the next months, various campus groups will be tasked with the responsibility for implementing particular recommendations. In addition, *Dare to Lead* will shape the priorities of a future comprehensive fundraising campaign. Many of the recommendations within the plan will be translated into fundraising goals; some will be hallmarks of such a campaign. But other recommendations will not be included in such an effort. Additionally, other needs, such as college-specific and capital building projects, will also ultimately be found in the case statement for the University's prospective fundraising campaign. The strategic plan necessarily preceded the launch of the comprehensive campaign, but it provides a road map rather than an exhaustive list of the items for which we will seek funding.

On behalf of all who have worked on the strategic plan, I now commend it to the extended Butler community. Your informed involvement in this process was critical. Your opinions made a difference because the final version of the plan bears their marks. This plan will guide our efforts over the next five years. Jurist Oliver Wendell Holmes once wrote, "What lies behind us and what lies before us are tiny matters compared to what lies within us." The future of Butler rests, as it always has, in the hearts and minds of this community.

Bobby Fong
President

March 2004

**DARE TO LEAD:
A VISION OF BUTLER EDUCATION FOR THE NEW CENTURY**

In 1855, when race was considered an insuperable marker of superiority and inferiority, when women were considered the weaker sex, when college was the province of a privileged white male elite, Butler University was founded on an audacious vision to provide interracial coeducation to aspiring students. As Butler approaches the 150th anniversary of its founding in 2005, that inclusive vision remains no less compelling. In our institutional future, the divides we seek to bridge include those of ethnicity, ideology, and economic disparity as well as race and gender, but the proffered solution is the same: that education should be the global commons where all people can meet with respect and toleration in order to forward individual aspirations and to fashion a common destiny.

Within higher education, Butler has carved itself a distinctive niche. Butler is a Master's University according to the Carnegie Classification of Institutions of Higher Education. (It is not a doctoral research university because it does not offer extensive doctoral level programs; it is not a national liberal arts college because it does not award at least half of its baccalaureate degrees in the liberal arts.) Butler is a comprehensive university because it is committed to providing full-time baccalaureate-level students with both a personalized liberal education and opportunities for undergraduate professional preparation. While the University offers selected graduate studies as extensions of baccalaureate programs, it is focused on undergraduate education.

Foremost is Butler's commitment to personalized liberal education. While the doctoral research university has the most visible profile among American institutions of higher education, and by acclamation its graduate training and faculty research are the best in the world, personalized baccalaureate education at such institutions is, at best, a matter of serendipity. Persistent undergraduates may develop close associations with professors, but the teaching of undergraduates is a task relegated too often to graduate assistants. The 2001 National Survey of Student Engagement found a strong correlation between the quality of the undergraduate experience and the size of the undergraduate student body: when the undergraduate student body exceeds 4000, the educational experience markedly declines. Butler maintains a current undergraduate student body FTE of 3800 and is committed to the proposition that a student should be known, by name and face, to professors from the freshman year on.

Butler is also committed to a liberal education for all students; that is, an education which requires students to be acquainted with the modes of inquiry that validate knowledge in the sciences, humanities, and arts; and to develop the skills that permit them to communicate effectively, think critically, work cooperatively, and pursue answers to open-ended questions. Futurologists predict that 30% of today's students will eventually work in jobs that do not yet exist. Liberal education engenders capacities of mind that permit one to continue learning and adapting to work and society over a lifetime. Within most universities, liberal education, as embodied in general education requirements, varies from school to school, and inevitably such requirements take second place to work

in the major. By contrast, Butler faculty in the professional colleges of business, education, performing arts, and health sciences continue to be committed to the same general education required in the college of liberal arts and sciences. If general education is the core of liberal learning for life, all graduates should have the same experience in liberal learning. What is the rule at Butler, however, is unusual among American universities.

Combine this personalized liberal education with the development of a remarkably beautiful residential campus, and the quality of Butler University's undergraduate experience is comparable to that of national liberal arts colleges. At the same time, the availability of undergraduate professional programs at Butler provides opportunities not found at such colleges. Elite liberal arts colleges typically do not offer degrees in pharmacy, teacher education, or business with required internships. Nor do many offer performing arts programs of conservatory quality. Indeed, most graduates of pure liberal arts college curricula expect to go on for further training before they can be employable because even though a liberal education prepares one to "do anything," employers do not hire people to do just anything. At a time when private college and university tuition can exceed \$30,000 a year, parents and students understandably ask, "What kind of job can your graduates get with their baccalaureate degrees?" Butler is significantly better positioned to answer this question than the pure liberal arts college. Ninety-six percent of the Butler class of 2003 were either employed or in graduate studies within six months of graduation.

This continuity between classroom study and the world of work is immeasurably strengthened by Butler's proximity to the city of Indianapolis, which serves both as a living laboratory for the education of our students and as the local community wherein they practice the lifelong obligations of citizenship and service. Three-quarters of our students currently do some form of service learning, internship, or experiential education before graduation. Longitudinal surveys of American college graduates find that such opportunities for hands-on learning are consistently ranked as the most valuable educational experience of their baccalaureate studies. The surveys also note a high correlation between service learning and subsequent participation in civic life.

Butler University thus occupies a strategic position in the landscape of higher education. It provides the personalized undergraduate residential liberal learning that is the glory of the liberal arts college, and it offers opportunities for specialized undergraduate professional training that is the strength of research universities and comprehensive institutions. Its education extends from the classroom into the city of Indianapolis within which it is situated. This is the distinctive position we will maintain, and it is the hope that this strategic plan will enable Butler to be regarded in time as one of the top fifteen comprehensive universities in the nation.

Butler is committed to a mission that over time has been succinctly expressed:

Butler's mission is to provide the highest quality of liberal and professional education and to integrate the liberal arts with professional education, by

creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among students, faculty, and staff.

In support of this mission, Butler has enunciated seven goals or commitments. These commitments offer us meaningful benchmarks for assessing the degree to which we are fulfilling our mission. (Conversations during the strategic planning process led to minor revisions, ratified by the Board of Trustees, to the wording of the mission statement and seven commitments.) Let us examine how well we are meeting each benchmark.

Butler is committed to

- 1) Providing the highest quality of teaching and to achieving the highest ideals of student learning, which include clear and effective communication, appreciation of beauty, and a commitment to lifelong learning, community service and global awareness**

The first goal is excellence in teaching and learning that would yield outcomes consonant with liberal education. Internal surveys of student satisfaction consistently rate highly the quality of a Butler education and student interactions with professors. The 2003 National Survey of Student Engagement finds that Butler ranks above the seventieth percentile among all participating institutions in level of academic challenge, student interactions with faculty, and enriching educational experiences. These are strengths of the institution. Nonetheless, Butler could be more thorough in documenting its success by systematically assessing outcomes of classroom learning and post-graduate success, and using such data to improve the quality of teaching and learning. With regard to liberal education outcomes, Butler can be still more intentional about fostering community service and global awareness. Surveys have noted that scientific equipment and computer technology in support of instruction need to be upgraded.

- 2) Being a nationally recognized university that serves students from other regions and other countries, while recognizing its special responsibility to serve the undergraduate and graduate students of Indiana and the Midwest**

Butler is well-known within Indiana, from which the majority of each year's entering class is drawn. Recent first-year classes draw increasingly from beyond the Midwest, but with the exception of its basketball successes, Butler is largely unknown to college-bound students and their families on the east and west coasts and in the south. Its service as host institution to the Institute For Study Abroad, which is one of the most well-regarded avenues whereby American students study for academic credit in other countries, ironically may give the University a higher profile abroad than in the United States because credit is awarded through Butler and all students, regardless of domestic institution, are known as Butler's. Nonetheless, the number of international students studying at Butler is small. Much can be done through exchanges and partnerships with foreign universities

and their governments to enlarge the proportion of international students. Butler's primary emphasis is on undergraduate education, and selected advanced degrees are offered in large part as outgrowths of undergraduate programs (e.g., the Pharm.D) and in service to Indianapolis and central Indiana (e.g., Ed.M and M.B.A. degrees). Butler will continue to service students in Indiana and the Midwest, but it should also aspire to be nationally and internationally known for the quality of its educational experiences.

3) Being a residential campus, one on which both academic and nonacademic aspects of student life receive important attention

The evolution of Butler from a predominantly commuter to a residential campus has created a strategic strength for the University. The physical setting of an institution is one of the most important determinants of why students choose to matriculate there, and Butler has the advantage of both a park-like campus and proximity to urban Indianapolis. We need to better integrate academic activities into residences as well as improve residential options, particularly for juniors and seniors, who are neither required to live on campus nor well-accommodated if large numbers desire to do so. One particular need is for a health and fitness center.

4) Recruiting and sustaining practicing scholars and professionals dedicated to intellectual self-renewal for the benefit of their students

Our faculty are dedicated teachers. The overall degree of research activity, however, is less than ideal for a campus that for the past five years has witnessed a steady rise in academic ability on the part of entering classes. Because scholarship is intellectually renewing, bringing currency to the classroom, it is Butler's obligation both to require its faculty to engage in professional development and to support them in doing so. Particular attention and resources should be given to expanding opportunities for student-faculty cooperative research. In addition, because Butler believes in the maturation of the whole student, experiences beyond the classroom have formative influence. For this reason, staff who interact with students as well as faculty are responsible for the educational enterprise, and thus staff also need continuing professional development.

5) Cultivating an awareness and understanding of other cultures in its curriculum and promoting the diversity of its students, faculty, and staff

All students currently are required to fulfill the Change and Tradition requirement, part of the general education core that examines the origins, development, and legacies of both Western and non-Western societies. In addition there are a host of courses with such emphases throughout the academic departments and colleges. Unfortunately, cultural diversity in the curriculum is not adequately mirrored in the presence of people of color in the faculty or student

body. Despite benign intentions, the percentage of people of color in the Butler community has not notably increased in recent years. It is also opportune to entertain other forms of diversity, ranging from economic class to religious practice, without losing sight of the continuing work to be done with regard to race, for in W.E.B. DuBois' memorable formulation, the history of the United States continues to be a history of the color-line. Appreciation of diversity must also accommodate bold and vigorous debate on issues ranging from affirmative action to sexual practice to religious toleration. Working out a common destiny while respecting difference cannot be achieved by imposition of ideological uniformity. That would be contrary to the freedom of inquiry and expression at the heart of the University.

6) Providing intellectual, cultural, athletic, and artistic opportunities and leadership in Indianapolis and the surrounding areas

Butler has long been involved in the Indianapolis community. Seventy-two percent of students do internships before graduation, and experiential learning is required of all majors in the Colleges of Business Administration, Education, and Pharmacy and Health Sciences, and the Jordan College Arts Administration Program. Recent speakers to campus-community audiences have included respected scientists such as E. O. Wilson, Stephen J. Gould, and Jared Diamond, public servants such as Richard Lugar and Steve Forbes, and humanitarians such as Coretta Scott King and Desmond Tutu, as well as a panoply of scholars, industrialists, and other professionals. Butler's Hampton House is a model for servant leadership in the community. The division-one athletic program is a prime attraction. The Jordan College sponsors almost 300 events each year, many in cooperation with Clowes Memorial Hall, which itself sponsors artists' series and education programs serving over 75,000 patrons annually. The University sponsors the Writers' Series and the Poetry Workshop while serving as a base of operations for a half-dozen Indianapolis music and dance organizations. All that being said, Butler has been perceived as being removed from the intellectual and cultural leadership of the city. Part of that may stem from a dearth of marketing efforts on the part of the University; that is, the perception of noninvolvement belies the reality. But faculty and staff can also be more intentional about modeling the ideal of community service that Butler is committed to teach to students.

7) Providing opportunities and lifelong support to its alumni in recognition of their special relationship to the institution

Although alumni have been appreciative of the education they obtained as Butler students, there is recurrent criticism that the University has done little over the years to involve them in its life. It sometimes asks for money, but even that seems peripatetic. Alumni from classes graduating from the late sixties to the mid-eighties, in particular, accuse the University of outright neglect. Butler provides limited career placement services for alumni, and the networking system

for alumni and for current students seeking internships is in its infancy. Alumni have not been called upon to serve as class agents for campaigns or reunion activities. Given that alumni are the backbone of fundraising efforts at other institutions, Butler's graduates and their families are a resource too-long ignored.

A review of Butler University's commitments, then, indicates that we must build on the strengths of our teaching, curriculum, and residential life. We must be more intentional about faculty development and about burnishing our reputation nationally. We must improve our indifferent record in civic leadership, in diversity, and in our relations with the Butler family beyond the campus.

A VISION FOR THE NEW CENTURY

Butler's future should continue to build on the hopes and achievements of the past. It was founded on a vision of equal educational opportunity premised on an appreciation for diversity. It offers an expansive liberal education for lifelong learning in combination with professional preparation. It aspires to an ethos of service that begins with the individual student but ripples outward to city, state, and all humankind. In a word, Butler's future lies in being more true to Butler's seven commitments. Discussions during the strategic planning process among trustees, faculty, staff, students, alumni, parents, and members of the Indianapolis community have affirmed the soundness of these commitments and the mission statement that they elaborate. In planning for the next five years, we developed nine initiatives as ways of better-embodiment those commitments. The first three focus on the shape of the educational experience and the kind of graduates we seek to produce. The last six have to do with the shape of the institution that delivers and supports that education.

The Shape of a Butler Education

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

American higher education has retreated in its vision of what it owes students. While inculcating the ability to communicate effectively, think critically, and work cooperatively, classic liberal education also presumed that students were being equipped for civic leadership. With the advent of the research university model, with the increasing careerism of matriculants, with the loss of confidence that there could be a unitary moral orthodoxy, higher education concentrated increasingly on the inculcation of disciplinary knowledge and skills. Character, like religion and ethics, became the private concern of the student, not something to be addressed in the classroom, and even citizenship education became suspect as a euphemism for jingoistic nationalism.

The post-modern challenge is whether the academy is now willing to bear responsibility again for educating students to respond to the moral and political

dilemmas of our time. In the wake of September 11th, how can the answer not be “Yes”? But if the answer is yes, how can the academy speak authoritatively and constructively to issues of citizenship, service, leadership, and character without imposing a particular model of morality, religious or secular? In the wake of the events of September 11th, how does the academy acknowledge international pluralism without engaging in impotent relativism?

Teaching our students to negotiate issues of ethics and citizenship must be part and parcel of a Butler education. In part it is a matter of doing what the academy has always done: entertaining diverse viewpoints and perspectives, and modeling how a community can engage in civil dialogue. The ideal of the academy is to be able to represent fairly the viewpoint of those with whom one most disagrees. But dialogue, however necessary, is not sufficient. The unending conversation is what we must, at all costs, preserve in the academy, but our students need to be equipped for living, in most cases, beyond the academy, in a world where moral decisions, in all their contingency and uncertainty, must be made. And in living, and in choosing, character counts.

Character is the rudder that determines whether knowledge, skills, vocational expertise, and networks of influence will be used for good or ill. Butler graduates should be people who honor and follow through on their word, who play by the rules but also know, respect, and use the processes, political and social, by which they can change rules they deem unfair. Our graduates should have the integrity to say “No” to practices that mislead and injure others, to have the moral compassion and empathy to address the misfortunes of others as if they were their own.

As a people, we find ourselves buffeted about by wars and rumors of wars, by fear of our neighbors and fear of what the future may bring. We wonder about the worth of educating our children for a world that could be darker than the one in which we have walked. In this time, let Butler be what from the beginning Butler was intended to be: a city on the hill that equips our students in knowledge, in skill, in character, and in hope to work to make a brighter future, to make a world more just, more tolerant, more compassionate, more inclusive than the world in which they were born.

This University must embody opportunities for service rooted in values that may be shared across cultural, religious, and political boundaries. Volunteerism and service learning should be hallmarks of Butler life. Inventories reveal that an enormous amount of activity bearing directly on character and service already occurs among all three core constituencies (students, faculty, and staff). Their activities are a primary way in which Butler has forged partnerships with community organizations. Most of the service programs are the brainchildren of relatively small groups dedicated to specific types of activism. There is a need for a greater degree of cooperation and mutual support among the various programs, but any attempt to centralize or mandate these activities, however well-

intentioned, would dampen the very initiative and creativity such opportunities are meant to engender. What is needed is not centralization but coordination.

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.

We bring great artists and scientists and thinkers and peacemakers to campus to inspire students and give them examples to emulate. But students must hold themselves to standards of ethical conduct. The University has no honor system or honor code. Let us also remember that our students are watching us, so that the lessons we dare to teach, and the visions we dare to espouse, obligate us to try and live them as well. A periodic ethical audit of the University—its policies and ethos ranging from conduct in meetings and treatment of staff to relations with the Indianapolis community and the ethics of our investments—would enhance self-consciousness about the moral dimensions of our work. Faculty and staff development should include opportunities for moral self-reflection.

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

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

In the twenty-first century, education for citizenship must mean education for global, not just local or national, citizenship. Since global awareness has long been imbedded in several of the University commitments, Butler has much on which to build. The Change and Tradition program cultivates global studies in the required core curriculum. Specialized studies are found in the foreign language majors as well as majors in International Studies, China Studies, African Studies, and the prospective Peace and Conflict Studies. The Offices of International Programs and Study Abroad afford opportunities for experiential learning. As with service and volunteerism, the number of opportunities could be mutually-reinforcing with better coordination.

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.

Finally, the Butler community must shoulder responsibility for assisting students in discerning their vocations. This is not limited either to the current use of

“vocation” as a synonym for “career” or the strict original meaning of “religious calling.” Rather, how one earns a living should be an extension of values that illumine one’s life, and there should be continuity between personal values and societal engagement. A Butler education must engender in students not only habits of mind but also, in de Tocqueville’s famous phrase, “habits of the heart” which will enable them not only to make a living but also to make lives that are personally fulfilling precisely because they are implicated in the well-being of others. The new Lilly-funded Center for Faith and Vocation is our first step in formally giving a place once more to the inquiry and practice of religion and spirituality on campus and in encouraging students to see that work can be a calling, not merely a career. Moreover, Butler students, faculty, and staff represent a wider range of faiths and religions than ever before. It is important for the University to sustain religious diversity by creating a campus community that is tolerant and welcoming of religious belief and practice.

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.

Supports commitments 1, 3, 5, and 6

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

Butler University must be more intentional about supporting the career aspirations of our students by creating a seamless transition from classroom study to applied learning to employment opportunities. This entails a larger responsibility to help students understand their own interests, strengths, and values. Before they choose what to work at, they should know themselves. To this end, Butler should seek

- to foster student self-discovery and intentionality in learning, including the choice of major(s), courses of study, co-curricular activities, applied learning experiences, and community service;
- to enable students to be more strategic about postgraduate plans;
- to enhance faculty and student exposure to workplace demands, and to prepare students more fully for job search activities;
- to encourage greater student participation in faculty-student research, job shadowing opportunities, internships, and other forms of experiential education;
- to foster greater collaboration between the University and Central Indiana employers in an effort to link students with in-state jobs.

This initiative to create continuity from college to career should have an expression in the curriculum. We propose that the University enact a package of three experiences to be common to all graduates of Butler:

Recommendation 1A: 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.

Students should begin their freshman year with a period of self-discovery and reflection, guided by faculty to gain a deeper awareness of their own temperaments, talents, and interests. They should learn how those talents can be honed through effectively mapping the courses they take and the activities in which they engage. They should begin work on an electronic portfolio (see below) that includes curricular and co-curricular plans and that will serve students throughout their time at Butler as a means to track their educational progress and to collect and present their work. In the past two years, four of the five Colleges have introduced freshman seminars, and they can become the basis of a common first-year experience for all students.

Recommendation 1B: 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.

Criteria for specific applied learning experiences would be defined at the department level. They will be directed by faculty with support from staff. New applied learning options will be explored. Some will require curricular reform, many will be interdisciplinary, but all will involve field experience beyond the classroom. Evaluations of the applied learning experience will be included in the electronic portfolio. Currently, 72% of Butler students do internships prior to graduation. The percentage is good, but the quality of the internships is uneven. Internships and other applied learning experiences should be characterized by substantive responsibilities, real learning, and close supervision.

Recommendation 1C: 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.

As with the applied learning experience, the specific form of the project will reflect the student's field of study, postgraduate goals, and unique talents. One goal of the project is to provide opportunity for students to reflect on the whole of their Butler experience, ranging from the major and general education to co-curricular activities, and to speak articulately and meaningfully about how their education has prepared them for life after graduation.

This educational progress from freshman year experience to applied learning experience to capstone project is to be supported by a web-based electronic portfolio system.

Recommendation #2: Create the technological capacity for web-based electronic portfolios.

Students will assemble electronic portfolios beginning in the freshman year that will contain academic records, curricular plans, self-assessments, extra-curricular activities, independent research and internships, community service experiences, letters of recommendation, and visual, audio, and written samples of their achievements. Portfolios may be reviewed by advisors to better gauge the progress of students. Portions can be used to match students to internships and mentors. They will be used to construct resumes for graduate school and employment.

The traditional model for Career Planning and Placement, wherein seniors seek instruction on resume preparation and sign up for on-campus interviews, has become antiquated. Increasingly, major corporations seek opportunities to engage with students well before graduation in order to evaluate them as potential employees. Often these relationships lead to offers of permanent employment, to commence after graduation, before a student's senior year. Butler must take a pro-active approach to career planning and placement that begins with first-years and persists to assistance to alumni. It must actively cultivate partnerships with businesses, non-profits, and government agencies so that an extensive network of contacts support applied learning experiences and job placement,

Recommendation #3: 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.

Career education is an integral part of student learning and preparation for post-graduate study or employment. In turn, connecting well-prepared graduates with potential employers is a service to the community. A collateral benefit to Indianapolis and Indiana is that such efforts can address the "brain drain," the unfortunate reality that Indiana ranks 15th in the nation in terms of bachelor's degrees conferred as a percentage of the 22-year-old population, but 49th in the percentage of residents 25-and-older holding baccalaureate degrees (Indiana Chamber of Commerce 2002 Report Card).

Taken together, the recommendations in this initiative will systematically require for all students: 1) self-discovery and reflection on life goals beginning in the freshman year and extending to graduation; 2) increased emphasis on the disciplines as potential professions through expanded contact with external practitioners, alumni, and selected faculty; 3) familiarity with graduate and employment opportunities related to a specific field of study; 4) a continually

updated electronic portfolio of a student's college career that serves as an autobiographical tool and a source of materials for resume-building; and 5) substantial applied learning experiences embedded in certain University activities and in University partnerships with businesses, non-profits, and government agencies.

Supports commitments 1 and 7

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

The Franklin and Marshall survey of baccalaureate origins of Ph.D's in the natural sciences reveals that small undergraduate teaching institutions produce a disproportionate number of graduates who go on to obtain a doctorate in the sciences. Small classes, the inculcation of critical thinking and problem-solving skills, and especially the opportunity to do undergraduate student-faculty cooperative research better-prepare and motivate students to do advanced work in the sciences.

Butler enjoys a longstanding reputation for excellence in undergraduate science education. The College of Pharmacy attracts more strong applicants than it can accept, and the curriculum they pursue rests upon a foundation of coursework in biology and chemistry. Another substantial cohort in our entering first-year classes arrives with the intention of majoring in one of the sciences as preparation for medical school and the health professions. Majors in biology, chemistry, and psychology rank among the five largest concentrations in the College of Liberal Arts and Sciences. Although the Butler Summer Institute sponsors research by students from across the five colleges, it draws its participants principally from the sciences. Similarly, the Butler Undergraduate Research Conference, originated by Dr. James Berry of the Biology department, brings more than 450 students to campus each spring from colleges and universities throughout the Midwest. The students represent all disciplines, but they are concentrated in the hard sciences.

The Central Indiana Life Sciences initiative regards the life sciences as the motor to revive the flagging economy of the state. Research universities like Purdue and Indiana University have received underwriting to create cutting-edge research centers that will serve as incubators for new ventures. As a teaching university dedicated to undergraduate education, however, Butler's contribution lies in creating intellectual capital in the form of graduates prepared for the health professions, for graduate schools in the life sciences, for employment in life science industries, and for teaching science and mathematics in the primary and secondary schools of the state.

In this regard, precisely because the University aims to educate students liberally, various programs should encourage interdisciplinary study combining science with other fields. The 2002 Battelle report on “Opportunities for Advancing Science and Technology at Butler University for the 21st Century” stresses the key role Butler can play in preparing science and math teachers for K-12 education. The pharmaceutical industry seeks employees versed in both basic biological-chemical research and the synthesis of new drugs. Public policy and communications increasingly need professionals with a sophisticated understanding of science. Beyond the excellence of individual programs, Butler needs to create the cross-connections that are increasingly demanded in science and society. Cross-college collaborations involving the science programs within LAS and the Colleges of Education, Business Administration, and Pharmacy and Health Sciences are crucial to what we have to offer our students and our community.

Recommendation #1: Promote “discovery-based learning” as the educational paradigm in the sciences and in other parts of the Butler curriculum.

Discovery-based learning in the sciences has resulted in a shift from large enrollment lecture courses to small-class environments where students are engaged in group work and cooperative learning. Laboratory work eschews recipe-driven experiments in favor of students formulating and solving problems. Studies of this approach over the last two decades report that students demonstrate improved mastery of basic concepts, better performance in subsequent courses, and higher persistence in science majors.

This new paradigm will require a thorough examination of the Butler curriculum in each of the science disciplines. The most important place to implement this approach is in introductory courses where all students, regardless of eventual major, will be introduced to the ideal of discovery-based learning. At the same time, the paradigm should also be applicable to many disciplines in the social sciences and humanities as well as in the professional colleges. This approach to the sciences will also necessitate additional and renovated science facilities reconfigured to integrate classrooms, teaching labs, and research labs. Long-term planning and master plans for facilities must take these demands into account.

Recommendation #2: 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.

Butler is well positioned to become a pacesetter in the field of urban ecology, located as it is in the 12th largest city in the United States. Indianapolis touts itself as being among the most livable cities in the country, and the careful stewardship of our urban ecology will be vital to maintaining that reputation.

The Urban Ecology Center will be multidisciplinary, spanning disciplines ranging from biology to political science. It will provide a focus for curricular collaborations within the institution, especially within the context of the Science, Technology and Society major. It will create opportunities for outreach into the Indianapolis community, ranging from faculty-student cooperative research projects to student internships to teaching practicums conducted through the College of Education. The Center might serve as a home for an annual visiting scholar in the sciences as well as an ongoing seminar series in urban ecology.

There are many organizations in the greater Indianapolis community with which Butler might partner in outreach activities in urban ecology. These include Indy Parks and Recreation, the Indianapolis Zoo, the Indiana Department of Natural Resources, the Indianapolis Museum of Art, Friends of the White River, Future Farmers of America, the Indianapolis Public Schools, Eli Lilly & Co., Dow AgroSciences, and Crown Hill Cemetery. Such partnerships would enhance opportunities for experiential education and further Butler's determination to contribute to the quality of life in Indianapolis.

Recommendation #3: Enhance funding and programming for the Butler Summer Institute.

The Institute has been one of the distinctive features of the educational landscape at Butler, offering opportunity for summer faculty-student cooperative research in disciplines across the University, with historic emphasis in the sciences. The core of the Butler Summer Institute should remain the on-campus research undertaken by students working closely with faculty mentors. But the range of activities might be broadened to include students working as research assistants on faculty projects, students engaged in faculty-supervised community outreach activities in the Indianapolis area, student internships and consultancies in central Indiana during the summer, and even students engaged in research or internship projects beyond the state and abroad (an example of the last would be the International Theatre Festival). All these projects should be the subject of a fall-semester Butler Summer Institute Fair and Poster Session, a day-long event in which students would make presentations on the work they did that summer.

Recommendation #4: 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.

A Science Teacher Training Initiative should be created as a joint venture between the Colleges of Education and Liberal Arts and Sciences. (This would parallel the model of existing teacher workshops, including the cooperatively presented Young Audiences' Summer Arts in Education Institute.) There is need to improve science education in our elementary and secondary schools. A strong

relationship already exists between the College of Education and area school districts, and the thrust of the Initiative would be to run summer institutes and in-service workshops for area science teachers with Butler faculty serving as mentors for an academic year. The institutes would feature topics such as urban ecology or the human genome, and teachers will be assisted in developing discovery-based laboratory exercises that they could conduct in their own classrooms.

A second area for outreach would be to forge links to industry, non-profits, and government agencies. Each science department should form an advisory board consisting of local leaders in these sectors. Such ties can provide valuable input to the curriculum, expedite internships and career paths for our students, and keep faculty apprised of local community needs.

Finally, Butler should seek opportunities to sponsor and encourage science fairs. It has long been a host site for the Science Olympiad, and such events build relationships with local schools, introduce the Butler campus to fledgling students in science, and support the need to educate a more science-literate populace.

Supports commitments 1, 4, and 6

The Shape of the Institution

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

Butler's mission is to provide the highest quality liberal arts education to all its students while integrating liberal arts with professional education. Its commitments bind it

- to attracting, retaining, and graduating students who wish to thrive in a challenging academic environment while developing as whole persons;
- to being a nationally-recognized university with a special responsibility to serving students from Indiana and the Midwest;
- to being a residential campus, one on which academic and nonacademic aspects of student life receive important attention;
- to cultivating an awareness and understanding of other cultures in its curriculum and to promoting the diversity of its students, faculty, and staff.

In addition, current practice at Butler focuses on the education of full-time, traditional-age undergraduate students with selective offerings on the graduate level. Furthermore, several recommendations throughout this strategic plan call for utilizing Butler's urban environment to provide experiential learning opportunities for every student.

These are defining characteristics of a Butler education that determine the kind of students we seek.

Like many colleges and universities, Butler has seen the size of its undergraduate student body increase from year to year in response to budget pressures. This ‘enrollment creep’ is an invidious way of realizing additional income, however, because either faculty size and facilities have to be stretched in order to serve more students, or additions to faculty and facilities will wipe out a portion of the increase in revenue. The University’s undergraduate FTE has increased every year from 2823 in Fall 1994 to 3800 in Fall 2003. By the same token, during the last two years the University has sought to cap the entering class at 915 while seeking to improve retention of continuing students. These efforts, combined with the achievement of a balanced operating budget based on stable enrollments, permit Butler going forward to size and shape its student body without being driven inappropriately by budget pressures.

Recommendation #1: 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%.

In order to continue delivering a personalized liberal education where students are known as individuals, it is essential that Butler determine its optimal size. The 2001 *National Survey of Student Engagement* report notes that institutional size can be a key factor in student engagement. Institutions of less than 4,000 students score better as a group than larger institutions with regard to level of academic challenge, active and collaborative learning, student interactions with faculty members, enriching educational experiences, and a supportive campus environment. Given Butler’s commitment to full-time undergraduate residential liberal arts education, as well as its current size, it is appropriate for the University to strive to remain under 4,000 full-time undergraduates.

An important academic and reputational challenge is to increase retention of students. Our first-year to sophomore retention rate for Fall 2003 was 88%, and our six-year graduation rate as of May 2003 was 67%. These numbers put us toward the top of master’s universities in the Midwest, but they fall short of retention rates at master’s universities in the North, South, and West, where graduation rates can reach above 80%. Current efforts at improving retention suggest that a first-year retention rate of 90% is an achievable goal. It would be desirable to have a six-year graduation rate above 75%.

Another challenge has been to determine what size to target the entering class. Working back from the goals of a 90% first-year retention rate and a 75% six-year graduation rate on a current full-time undergraduate student body FTE of 3800, calculations affirm that an annual entering class of 915 does permit the University to maintain stability for both educational and budgetary purposes while staying under the 4000 student cap.

Recommendation #2: 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.

Concomitant to sizing the student body is to support quality education by ensuring that facilities are efficaciously used. This means maximizing capacity by scheduling the time and locale of classes to best advantage. Determining and coordinating where and when a class is to be taught is a University prerogative that must be exercised by the Registrar and Provost's offices.

Recommendation #3: Refine academic advising to support the interests and aspirations of students.

Academic advising must be more than scheduling classes for the next semester. The current transition to student self-service with regard to signing up for courses will remove the mechanical tedium of course selection from the advising process. Now we must improve advising and institute degree audits to enable students to better plan their progress toward completing degrees at Butler. In line with recommendations for experiences beginning in the freshman year whereby students will be encouraged to examine their values, interests, personalities, and skills with an eye to discerning their calling in life, an advisor should become a mentor and guide in the enterprise of helping students discover where their talents lie, what gives them joy and satisfaction, and where the fit is between their talents, joy, and service in the world. Aids like degree audits, that is, the pathways through given majors and courses of study, and electronic portfolios can support such a continuing conversation, but they cannot substitute for it.

In addition to previous recommendations to strengthen coordination of internships and experiential learning, and to improve career planning and placement, Butler also needs to invest in graduate and pre-professional advising. Whether faculty or staff, such advisors should establish contacts with graduate schools and programs and coordinate the academic progress of students who aspire to graduate and professional school.

A fixed target for first-year admissions, rather than an ever-rising one, has already made Butler more selective. Applications have climbed dramatically, growing from 3165 to 4328 in two years. Attempting to hold the entering class to 915 during that period has enabled the acceptance rate to drop from 85% to 77%. We expect these trends to continue, although not in as pronounced a fashion. Increased selectivity also permitted the University greater latitude in reducing the discount rate (e.g., financial aid) while maintaining the academic quality of the entering class. The discount rate has fallen 3.2% over the last two years, while SATs for the 2003 entering class increased 22 points from the prior year. These conditions permit Butler to shape the class over the next five years with regard to particular commitments and initiatives of the University.

Of utmost importance is increasing racial and ethnic diversity in the student body as part of a larger effort to create the educational environment discussed in Initiative V. Butler was established to provide interracial education at a time when most colleges did not enroll African-Americans. The University was an educational and moral pioneer. Today, according to the 2003—4 Almanac Issue of *The Chronicle of Higher Education*, minority students make up 12.1% of the total private four-year higher education enrollment in Indiana. Butler's minority and international student enrollment in 2003 was 9.8% of the full-time student body. The University lags behind. Attracting and recruiting multicultural students is a priority.

Recommendation #4: Strive to increase the critical mass of American minority and international students in the full-time undergraduate student body.

Multicultural students comprised 10.3% of the 2003 entering class, the largest cohort since at least 1996, when international students began being counted in the total. Since 2001, the percentage of minority and international students in the total full-time undergraduate student body has been higher than the percentage in the entering class, suggesting that these students stay at Butler at rates greater than the overall student body. Graduate enrollments in the Colleges of Education and Business Administration, which contain our largest post-baccalaureate programs, regularly include 12-16% minority and international students. Given these trends, it is not unreasonable over the next five years to seek to raise the undergraduate multicultural enrollment.

Tactics will include

- enhanced relationships with school districts in central Indiana with large minority populations,
- targeted visits to inner-city schools in the Midwest,
- identification of cities beyond the Midwest with large populations of color as sites for recruiting efforts,
- identification of target countries from which to recruit,
- creation of exchange programs in targeted countries to ease disparities in income that prevent even prosperous families from sending children to the United States for their education,
- improved tracking of minority and international students who express interest in Butler, with funds to underwrite visits to campus on a selected basis.

Hand-in-hand with a desire to recruit multicultural students must be a determination to underwrite education for all economically-disadvantaged students. On a FY 2003-04 budget of \$104.9 million, Butler devotes \$27.7 million to financial aid. Of that amount, only \$1.8 million comes from endowed scholarships. Some 60% of Butler students receive need-based financial aid, and 90% receive either need-based or merit-based financial aid. As Butler becomes more selective, care must be taken to make its education accessible to students from families of limited means.

Recommendation #5: Seek funding for need-based scholarship monies, and in particular funds to support minority and international students.

Shaping the student body can take into account a variety of issues, but the most pressing at this time in Butler's history are the imperative to increase multicultural enrollment and the need to maintain access for students of limited financial means.

Supports commitments 2 and 5

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

America once regarded race as an absolute mark of distinctiveness by which invidious comparisons were made. Progress in race relations, culminating in the Civil Rights movement of the 1960's, came in asserting that we were one humanity under the skin. The Reverend Doctor Martin Luther King, Jr., envisioned the day when his children would be judged not by the color of their skin but by the content of their characters. At the same time, this ideal doesn't mean that diversity doesn't matter.

Multiculturalism is predicated on the insight that we cannot be human in general: we express our humanity in particular culturally mediated ways. Language is a universal human capacity, but one doesn't speak "Language": one speaks English, or Swahili, or Chinese. A fundamental goal of education should be to inculcate understanding of particular manifestations of humanity, and insofar as race is an indicator of cultural traditions, to respect that dimension as a marker of community.

Too often the claims of universal humanity and multiculturalism have been falsely set at odds with one another as if they are contradictory. On the contrary, the claims of universal humanity and multiculturalism are complementary. Understanding difference doesn't mean that we can't critique particular practices and customs. The human progress has depended on technological, political, and moral insights that have been adopted across cultures, adaptations that have supplanted previous cultural practices. In the academy, we rightly esteem the potential of individuals, regardless of racial and cultural background, to demonstrate achievement, but especially in education, we need to be sensitive to how cultural experience can determine the very definitions and particular pathways to success.

Educating for diversity entails attention to curriculum and pedagogy. It also underlines the importance of cross-cultural experience. The rationale for seeking diversity on campus stems from the reality that how each of us perceives the world and achieves in it is conditioned in part by particulars of culture, of which race continues to be a frequent marker. It is only logical that we set about the task

of creating diverse educational communities where the skill of negotiating cultural relations is practiced and esteemed.

Affirming diversity is more than appreciating differences in food, dress, and social customs: it is the hard work of getting outside of and examining our very notions of what counts as excellent, moral, and useful. In education, as in industry and public affairs, we can no longer afford to be parochial: we need to educate students to be global citizens. Monochromaticism of experience disadvantages one for success in an internationalist world.

Affirming racial and ethnic diversity at Butler is important because

- it advances our mission of providing a liberal education with professional experience in order to create whole persons who can serve effectively in the world,
- multicultural students, faculty, and staff can bring life lessons that stimulate the classroom and residential experience,
- the presence of diversity will enhance our attractiveness and influence as an educational institution.

Butler should mirror the racial and ethnic diversity of our nation and world. In this regard, Butler needs to increase the critical mass of minority and international students as discussed in Initiative IV. But diversity in faculty and staff is also a challenge still to be met. The 2001-03 presidential commission on ethnic and racial diversity at Butler found that the percentage of multicultural faculty lagged behind institutional peers both in Indiana and in the nation. While the percentage of multicultural staff exceeded that of in-state peers, no doubt a benefit of being located in an urban area, staff of color was concentrated in hourly positions. Students need role models of diverse types as they form their own sense of what is possible, and Butler needs more people of color among its faculty and contract staff.

Recommendation #1: Strive to increase the critical mass of multicultural faculty and staff in the Butler workforce.

Recommendation #4 in Initiative IV had called for a commitment to increase the critical mass of multicultural students in the full-time undergraduate student body. We seek a parallel commitment for faculty and staff. The most recent figures for diversity among Butler faculty and staff are for Fall 2001. At that time, 9.9% of faculty and 16.4% of staff were multicultural employees, and as noted earlier, multicultural staff were concentrated in the hourly ranks rather than among salaried, or contract, workers. We must survey divisions of the University to ascertain what areas are represented by multicultural personnel and where racial and ethnic diversity is lacking. A commitment to racial and ethnic diversity must be mirrored in all areas and ranks.

Recommendation #2: 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 2001-03 presidential commission on racial and ethnic diversity recommended revising hiring protocols and advertising channels so that diversity considerations are highlighted. In addition, oversight committees for equal opportunity in faculty and staff searches should be reinstated. Butler should create and raise funds for minority recruitment.

Recommendation #3: Establish diversity training as part of new employee orientations and supervisor, chair, and director workshops.

It is not enough simply to presume that people of different races and cultures should be able to work together. Butler is still in the process of developing effective new employee orientation programs and development workshops for supervisors, chairs, and directors. Diversity training must be part of these experiences.

Recommendation #4: Explain clearly how curriculum supports the institutional commitment to diversity.

The curriculum is the autobiography of the institution, and it should signal to students and their families how the courses offered represent and reflect the intellectual legacies and cultures of human communities through time.

Recommendation #5: Locate a space for a Multicultural Center where students of color may gather and where diversity activities may be coordinated.

The thought here is to realize physically what Butler is committed to programmatically. The various ethnic organizations on campus are open to and actually draw students across racial backgrounds, and a single area with lounging space, program areas, and offices can facilitate the gathering of students with similar interests and commitment to advancing racial equality and cross-cultural dialogue.

Recommendation #6: Create a diversity outreach office with a director reporting to the President.

Diversity issues cross over all areas of the University, from personnel to enrollment to curriculum to student affairs to alumni and development. Some areas already have individuals working on these issues. Needed, however, is a presidential report who has responsibility and requisite authority to coordinate present practice and to initiate new efforts to implement the recommendations

made in this report. The director and President will have seed monies to be used to support curricular innovation and programs for students and employees that enhance diversity.

Beyond racial and ethnic diversity, Butler continues to cultivate the presence of and sensitivity to intellectual and religious diversity. The University continues to promote equal opportunity and treatment for the physically challenged, the economically disadvantaged, and those of different sexual orientation. For this strategic plan, we have concentrated on ethnic and racial understanding because this is part of a historic need that still awaits fulfillment. Other types of diversity also need addressing, but we fear that to claim to give notice to all at once would dilute our efforts.

Supports commitments 1, 2, and 5

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

Butler University prides itself on the excellence of its teaching and learning. This is the core of its mission. Unfortunately, many faculty and staff find themselves increasingly taxed to sustain that excellence. We are attracting more able students, in larger numbers, which lead to larger, more challenging classes. The rapid transformation in education brought about by technology is reshaping the ways in which we think and learn and how we organize our classrooms and offices. We are hiring highly-qualified young faculty who aspire to excellence in all areas of their profession: in research as well as teaching and service to the University. In a highly competitive market, they are finding it increasingly difficult to contribute in all these areas at the level they would like.

Professional development at Butler has been informal, inconsistent, and sporadic. It is no longer adequate to sustain the intellectual vigor and evolving skills needed to teach and work at the level of excellence rightly demanded by students, by their parents, and by ourselves. Butler University has no consistent standards for professional development across colleges or between administrative departments. It lacks the necessary resources to guarantee that all employees, as opposed to only a select few, have opportunity for professional development. It has no systematic policy or process to facilitate individual efforts to improve oneself. Butler has a curriculum for its students, but none for its employees. It is of utmost priority to make professional development an integral part of the Butler culture.

Recommendation #1: 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.**

Responsibilities of such an office would include

- A. Creating a positive work environment by
 - improved faculty and staff orientation,
 - refining performance evaluation standards and processes,
 - defining career paths in the University, particular in staff positions,
 - coordinating information on professional development opportunities,
 - scheduling workshops on management and supervision;
- B. Providing support for high quality teaching by
 - developing a systematic mentoring program for junior faculty,
 - creating ongoing teaching and learning seminars;
- C. Providing research assistance for faculty by
 - offering support for grant writing,
 - overseeing internal funds for research,
 - formalizing the sabbatical and leave program;
- D. Enhancing the skills of faculty and staff to leverage technology.
- E. Seeking funds to support professional development efforts.

This recommendation calls for a centralized, intentional mechanism to oversee faculty development, most likely reporting to the Provost with links to Organizational Development and Information Resources. The following recommendations touch on specific areas for attention.

Recommendation #2: 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.

Butler must develop performance appraisal processes in all areas of the University and establish a direct link between performance evaluations and compensation levels. We must create job descriptions and suggested career paths that enable employees to aspire to increased responsibilities and remuneration. There must be stimulating orientation programs for new faculty and staff, workshops for supervisors, and developmental seminars on topics ranging from team building and customer service to new technology and software.

Recommendation #3: Support teaching and service by recognizing excellence in teaching, empowering mentors to faculty, and developing guidelines for service.

Program development must begin with formal guidelines across the University for expectations regarding tenure and promotion. We must establish an ongoing mentor-based program for all new full-time faculty. Embedded in the Office of Professional Development should be a Center for Teaching and Learning that oversees pedagogy workshops and individualized tutorials for the improvement of teaching. Excellence

in teaching awards should be instituted. Guidelines for university service must be developed, and such service encouraged and rewarded.

Recommendation #4: Foster an institutional culture that supports research and creative activity.

The University needs to enhance start-up funds for tenure-track hires, supplement the capital budget for purchase and replacement of research equipment, and provide matching funds required of many grant proposals. Workshops and networks for grant writing should be established. Sabbatical and leave policies need to be made consistent, and such opportunities must be made possible for all qualifying faculty. Travel funds need enhancement. Research achievements should be recognized annually.

Recommendation #5: Provide tools and training to optimize technology use in support of teaching, learning, and administrative endeavors.

Butler must implement a systematic replacement cycle for information technology. It must set a standard for computer platforms supported by the University and offer training in the use of these tools. Faculty need access to personnel who can help them understand and apply technology to improve teaching and learning.

While the information available on the Internet is vast, much of the intellectual property in the sciences resides in licensed online databases. Butler needs to expand access to those databases.

Sustaining the intellectual self-renewal of faculty and staff requires ongoing investment in their education and scholarship. No doubt this initiative will require a massive infusion of additional monies.

Supports commitments 1 and 4

VII. 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.

The Committee on Undergraduate Residential Life (CURL) was an *ad hoc* commission charged by the Board of Trustees to examine the residential and recreational needs of our students. Currently, all first-years and sophomores are normally required to live on campus, whether in the residence halls or the private societies. There is little room remaining, however, to house juniors and seniors, most of whom live in off-campus accommodations. On the one hand, this integration of students into the community is a natural and desirable progression as students proceed into internships and rotations that tie them increasingly to Indianapolis. At the same time, to have a larger proportion of juniors and seniors on campus would provide for more experienced leadership among students. The CURL

commission recommended that the University build an apartment-style residence for such students.

A second need identified by the CURL commission is for health and recreation facilities to serve students and other members of the Butler community. The existing health center is housed within a former family residence. The space is cramped and not fully handicap-accessible. The space set aside in Atherton Union for exercise machines and aerobics is inadequate. The seventy-year-old swimming pool has been closed. Despite inclusion of a health and fitness center in two previous Butler fundraising campaigns, this project is still waiting to happen.

Butler is exploring how construction could possibly be financed by third-party developers, who would build and run the residential complex and health and fitness center on a for-profit basis over a set term, at the end of which time the buildings and operations would devolve to the University. The facilities planning firm of Brailsford and Dunleavy has been engaged to do site and scope studies and to ascertain the financial feasibility of third-party financing of these capital projects.

Supports commitment 3

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

We want to see an increase to the percentage of alumni who are involved with the University. Historically, Butler has not had a successful record in alumni cultivation and fundraising, and our institutional reputation is the poorer for it. Alumni are a source for gift support and networking, both for one another and for current students, but most importantly, they are the best testimony to the value of a Butler education. To the extent they can encourage their children and their children's friends to consider attending Butler, this University's educational prospects are the richer thereby. Our corresponding obligation is to keep our alumni and friends informed of what we are doing to strengthen the education we provide and of the mark that Butler and Butler graduates are making in the world.

Recommendation #1: Start cultivating alumni ties during a student's undergraduate years.

Many students have their first contact with Butler alumni at admissions events when they are still deciding where to go to college. Such contacts should be enhanced. Beginning with the summer send-off parties prior to the freshman year, the alumni staff should bring incoming students, current students, and alumni together to engender a sense of the ongoing community that is the bond among those who benefited from a Butler education. These encounters should continue throughout a student's career, from internship and career networking to summer work opportunities. Utilizing alumni in classes and in social events, in which local alumni host students, are other ways to create ongoing relationships. In turn, students can be

used in admissions, development, and alumni events to represent the University. The very act of doing so reinforces a sense of connection with the institution.

Recommendation #2: Keep graduates engaged with the University.

Services to alumni, especially lifelong access to career placement and networking systems, should be established and publicized. This will include continuing contact between faculty and alumni. Support of alumni chapters, and gathering of alumni around athletic events, arts events, homecomings, and major reunions, should be buttressed. Ask alumni to participate in admissions and development activities.

Recommendation #3: Communicate regularly with alumni and friends.

While Butler University has increased the quality and quantity of communication with the various constituencies, there is a need to upgrade various communication tools. Consideration must be given to increasing the frequency of the *Butler Magazine* from three to four times a year and to assisting the Colleges with their newsletters. The University also needs to improve its online communications, including an upgraded University calendar and offering lifelong Butler email.

People give to institutions in which they have a stake and of which they are proud. Going forward, we want to see increases in giving to annual purposes, capital projects, and endowment as a result of our annual solicitations, special campaigns, and planned giving. Such giving will reflect the knowledge and confidence on the part of alumni and friends that Butler is fulfilling its mission and commitments to serve students, Indiana, and the world in ways that affirm their faith in the University they love.

Supports commitments 2 and 7

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

Butler's main resource is the intellectual capital represented in its faculty and created in its students. Beyond seeing Indianapolis as a resource for Butler, the members of the University, individually and corporately, should also regard themselves as citizens of the community and, by action as well as word, involve themselves in the community in ways mutually beneficial to town and gown. The needs of Indianapolis and Central Indiana exceed the resources of any one institution. The key is to identify conjunctions between specific needs and ways in which the educational mission, commitments, and initiatives of the University may be expressed as service to the community. Examples within this strategic plan include recommendations for enhancing service opportunities as part of the initiative to cultivate character for citizenship and service, the curricular reforms that will create continuity from classroom study and experiential learning to

career planning and placement, and the creation of an Urban Ecology Center and a Science Teacher Training Initiative.

Much is happening already. Clowes Memorial Hall, the Jordan College of Fine Arts, and the arts collaborative groups provide a variety of educational outreach activities to K-12 students and teachers in the Indianapolis area. In particular, the Butler Community Arts School provides arts education to K-12 students whose access to arts education has diminished in recent years. The Center for Citizenship and Community, the Center for Faith and Vocation, the Office for Volunteerism and Service-Based Learning, and the Career Services Office help coordinate service learning and internship opportunities. The various academic departments have formal requirements that involve students in the community as part of their graduation requirements. Butler athletics is an important contributor to the community. Faculty work as consultants, and they and staff contribute by their personal and professional presence as residents of the Indianapolis area. Nonetheless, too often Butler is seen as uninvolved in the community.

Recommendation #1: Develop a communications strategy that inventories and publicizes what we do in, for, and with the larger Indianapolis community.

We need to be intentional in collecting and disseminating information about our efforts on behalf of and in collaboration with the local community. Such information is important internally in helping us understand what we ourselves are about as an institution in service to others.

Recommendation #2: Encourage internal efforts to develop collaborations and activities in Indianapolis in line with the mission, commitments, and priorities of the University.

For example, Indianapolis and the surrounding townships desire to improve the quality of their public schools. Butler's College of Education, College of Liberal Arts and Sciences, and Jordan College of Fine Arts are ideally situated to work closely with educational leaders in providing support and services to primary and secondary school students as well as serving as a resource for teachers and principals. Just as Butler students need diverse field experiences, so do area schools thrive on the energy, insight and commitment these students and faculty bring. Already mentioned was the outreach effort to local science teachers in Initiative III. The three Colleges and Clowes Memorial Hall have also been exploring efforts to further address needs for arts infusion into the schools.

In 2001, Butler began to partner with Mayor Bart Peterson's office in sponsoring the Celebration of Diversity Distinguished Lecture Series. That collaboration subsequently has attracted corporate funding that has enabled the Series to feature major speakers such as Coretta Scott King, Cornel West, and Edward James Olmos. This success has encouraged communities of color to see Butler as a welcoming

venue for their concerns and interests, and it underlines our determination that the University be seen as a gathering place for the Indianapolis community. Further efforts need to be encouraged, and such collaboration should continue to extend to joint grant-seeking from private foundations as well as state and federal agencies.

Health care costs continue to dramatically outpace the rate of inflation, and all organizations are challenged to find ways to cover the cost of employee health insurance. Health-related problems are exacerbated by poverty and manifest themselves inordinately in the inner city and rural areas. By a host of measures, including rates of obesity, Indiana ranks as one of the most unhealthy states in the country. The College of Pharmacy and Health Sciences (COPHS) and the College of Business Administration (CBA) are constructing a joint initiative aimed at shifting the focus from disease control to wellness management. Health costs may be reduced by early diagnosis and encouragement to engage in lifelong fitness. Medical benefits plans must be integrated into a comprehensive employee health development effort. These emphases may be pioneered on campus as part of the initiatives to enhance professional development of faculty and staff and to construct a health and fitness center for students and employees. Pharmacists and physicians' assistants are becoming the frontline troops in managing health care, and business education at Butler seeks to represent and inculcate a culture of entrepreneurial innovation. The two colleges together can create programs in health care management to be shared with the larger community.

Butler and Indianapolis can also work together to cultivate and retain our most precious resource: recent graduates. The State of Indiana, the corporate community, and local foundations have wrestled with the "Brain Drain," the emigration of our best students out of the region after graduation. But that term implies a helplessness that we should not be willing to concede. No one drains off talented graduates: more accurately, our alumni move away because we don't give them sufficient reason to stay. This is where a modernized internship program that leads to employment offers before graduation with Central Indiana firms, where an education in ethics and service that impels graduates to consider non-profit and volunteer opportunities in Indiana, can provide ample reasons for Butler students to look forward to a life of productive work, leadership, and service in the state where they received their education.

Butler aspires to be a great university for a great city. The University desires to be a jewel in Indianapolis' crown. Let us begin.

Supports commitments 1, 3, 4, 5, 6, and 7

Implementing the Strategic Plan

Some recommendations are administrative and logistical, calling for a reorganization of resources rather than new ones. Others call for operational funds embedded in future

budgets. Still others look to start-up and bridge funds from grants and third-party financing. Finally, some call for endowment. Some items calling for external funding or endowment are candidates for a comprehensive campaign. The common assumption is that each recommendation has reasonable promise of implementation within the next five years.

The mission, commitments, and vision enunciated in this document are intended to be lodestars for the University in the decades to come. The initiatives and recommendations are meant to drive Butler priorities over the next five years. At the end of that time, some of the initiatives and most of the recommendations ought to have been achieved. The next cycle of strategic planning should identify some new initiatives and many new recommendations to further enhance this beloved institution. Without vision, we have nothing to strive for. Without concrete recommendations, we have no way of ascertaining whether we are making good on our aspirations. Butler cannot be all things to all people, and it cannot do everything at once. This is a plan for the first stage in a journey to excellence.

APPENDIX A

Relationship of Initiatives to Commitments

	Commitments						
	1	2	3	4	5	6	7
Initiatives							
I. Character & service	x		x		x	x	
II. Education and career	x						x
III. Science	x			x		x	
IV. Student demographics		x			x		
V. Diversity	x	x			x		
VI. Prof. development	x			x			
VII. Residential life			x				
VIII. Advancement		x					x
IX. Indianapolis	x		x	x	x	x	x

APPENDIX B

List of Recommendations

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.

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

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

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.

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.

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

Recommendation 1A: 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 1B: 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 1C: 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.

Recommendation #2: Create the technological capacity for web-based electronic portfolios.

Recommendation #3: 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.

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

Recommendation #1: Promote “discovery-based learning” as the educational paradigm in the sciences and in other parts of the Butler curriculum.

Recommendation #2: 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.

Recommendation #3: Enhance funding and programming for the Butler Summer Institute.

Recommendation #4: 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.

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

Recommendation #1: 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%.

Recommendation #2: 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.

Recommendation #3: Refine academic advising to support the interests and aspirations of students.

Recommendation #4: Strive to increase the critical mass of American minority and international students in the full-time undergraduate student body.

Recommendation #5: Seek funding for need-based scholarship monies, and in particular funds to support minority and international students.

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

Recommendation #1: Strive to increase the critical mass of multicultural faculty and staff in the Butler workforce.

Recommendation #2: 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.

Recommendation #3: Establish diversity training as part of new employee orientations and supervisor, chair, and director workshops.

Recommendation #4: Explain clearly how curriculum supports the institutional commitment to diversity.

Recommendation #5: Locate a space for a Multicultural Center where students of color may gather and where diversity activities may be coordinated.

Recommendation #6: Create a diversity outreach office with a director reporting to the President.

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

Recommendation #1: 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.**

Recommendation #2: 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.

Recommendation #3: Support teaching and service by recognizing excellence in teaching, empowering mentors to faculty, and developing guidelines for service.

Recommendation #4: Foster an institutional culture that supports research and creative activity.

Recommendation #5: Provide tools and training to optimize technology use in support of teaching, learning, and administrative endeavors.

VII. 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.

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

Recommendation #1: Start cultivating alumni ties during a student's undergraduate years.

Recommendation #2: Keep graduates engaged with the University.

Recommendation #3: Communicate regularly with alumni and friends.

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

Recommendation #1: Develop a communications strategy that inventories and publicizes what we do in, for, and with the larger Indianapolis community.

Recommendation #2: Encourage internal efforts to develop collaborations and activities in Indianapolis in line with the mission, commitments, and priorities of the University.