BLUEPRINT FOR THE FUTURE

BUTLER UNIVERSITY SELF-STUDY

2012-2013
# INTRODUCTION

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**CRITERION ONE: MISSION**

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*Note:* A list of University acronyms can be found [here](#).
INTRODUCTION

Butler University is pleased to present this self-study in partial fulfillment of the requirements for continuing accreditation from the Higher Learning Commission of the North Central Association. The process of compiling this self-study has afforded the Butler University community numerous thought-provoking opportunities. We have reflected on our mission, considered how to best articulate the ways in which current practices, strategic plans, and policies reflect that mission, and imagined how future University goals and strategies might strengthen the academic enterprise at Butler. As a result, we look forward to continuing our commitment to providing a high-quality educational experience for the entire Butler community and all its constituents.

SELF-STUDY PROCESS

Dr. Judith Harper Morrel, professor of mathematics and executive director of the Center for High Achievement and Scholarly Engagement (CHASE), was invited in spring 2010 by then Provost Dr. Jamie Comstock to coordinate the self-study and subsequent accreditation visit by peer reviewers of the Higher Learning Commission of the North Central Association. For each of the five NCA/HLC criteria, a workgroup was created. Each of the workgroups was led by co-chairs, one a full-time Butler faculty member and the other a member of the University administration/staff. Co-chairs were selected not only for their experience, but for their energy (“can-do” attitude) and for their integrity and respect from all members of the community.

The co-chairs suggested members for their work groups, and a general call for volunteers was issued. Work groups were designed to be diverse and to represent a broad perspective of viewpoints and opinions, but at the same time to include enough expertise to allow successful completion of the assigned work. The combined membership of the work groups consisted of representatives from the faculty and the staff/administration. The co-chairs of each work group defined the roles of each member of the work group, as well as the plan of action under which the group would proceed. Workgroups submitted several progress reports (spring 2011, fall 2011, spring 2012) and final drafts in fall 2012. The Self-Study Steering Committee included the self-study coordinator, criterion co-chairs, and three additional key members, indicated below.

THE SELF-STUDY STEERING COMMITTEE

Dr. Judith Harper Morrel, self-study coordinator
Executive Director of the Center for High Achievement and Scholarly Engagement
Professor of Mathematics

Dr. Laura Behling, consultant
Associate Provost of Faculty Affairs
Professor of English

Dr. Nandini Ramaswamy, consultant
Director, Office of Institutional Research and Assessment

Cathy Holland, support
Administrative Specialist, Center for High Achievement and Scholarly Engagement
Work Group on Criterion One
Co-leader: Marcia Dowell, former executive director, University Relations
Co-leader: Dr. Paul Valliere, McGregor professor of humanities and professor of religion
Dr. Donald Braid, director, Center for Citizenship and Community
Valerie Davidson, director, Efroymson Diversity Center
Dr. Steve Dolvin, associate professor of finance
Scott Ham, dean, Admission
Dr. Tara Lineweaver, associate professor of psychology
Julie Pakenham, associate director, Programs for Service and Leadership Education Office
Dr. Irene Stevens, dean, Student Life
Dr. Marilyn Strawbridge, professor of education
Dr. Jeanne Van Tyle, professor of pharmacy practice

Work Group on Criterion Two
Co-leader: Dr. Sally Click, dean, Student Services
Co-leader: Dr. Jon Sorenson, professor of computer science
Dr. Ken Creech, professor of communication
Beth Goetz, associate athletic director
Cindi Holloway, associate registrar
Dr. Arthur Hochman, professor of education
Jennie Jones, associate director, Alumni and Parent Programs
Jennifer Snyder, associate professor of health sciences
Lisa Walton, director of training and development, Office of Human Resources

Work Group on Criterion Three
Co-leader: Dr. Bruce Clayton, associate dean, College of Pharmacy and Health Sciences, and professor of pharmacy practice
Co-leader: Dr. Debbie Corpus, professor of education
Dr. Dan Bolin, chair of the School of Music, Jordan College of the Arts
Dr. Paul Hanson, professor of history
Dr. Dana Ohren, pre-award manager, Butler Institute for Research and Scholarship
Bob Marcus, executive director, Financial Planning and Budget
Dr. Kathy Paulson-Gjerde, associate professor of economics
Josh Petrusa, associate dean for technical services, Butler University Libraries
Dr. Carrie Richie, associate professor of communication

Work Group on Criterion Four
Co-leader: Dr. Mary Macmanus Ramsbottom, associate provost, Student Academic Affairs
Co-leader: Dr. Bill Rieber, professor of economics
Dr. Rusty Jones, associate professor of music
Jennifer Kaschner, student development specialist, Learning Resource Center
Dr. Mariangela Maguire, associate director, Center for High Achievement and Scholarly Engagement
Julianne Miranda, senior director, Center for Academic Technology
Sally Neal, associate dean for public services, Butler University Libraries
INTRODUCTION

Susan Neville, Demia Butler chair and professor of English
Dr. Bob Pribush, professor of chemistry
Dr. Karel Updyke, associate professor of accounting

Work Group on Criterion Five
Co-leader: Bruce Arick, vice president, Finance and Administration
Co-leader: Dr. Anne Wilson, professor of chemistry
Jon Barada, former major gifts officer, Office of Advancement
Sudip Das, associate professor of pharmaceutics
Elise Edwards, associate professor of anthropology
Stuart Glennan, associate dean, College of Liberal Arts and Sciences, and professor of philosophy
Craig Hardee, senior project manager, Facilities
Alison Harthcock, associate professor of communication
Michelle Jarvis, associate dean, Jordan College of the Arts, and professor of dance
Chris Potts, associate director, Admission

SIGNIFICANT CHANGES SINCE THE 2002-2003 SELF-STUDY AND REACCREDITATION

A number of significant changes at Butler University have occurred since the last reaccreditation cycle, including:

Curricular:
• Creation of the College of Communication (2010) with restructuring of the major programs in journalism, media arts, and communication studies.
• M.F.A. degree in creative writing (2004).
• Significant revision of the University Core Curriculum (fully implemented in 2010).
• New undergraduate major programs, including Art + Design; Classical Studies; Gender, Women, and Sexuality Studies; Peace and Conflict Studies; Risk Management; and an M.S. in Pharmaceutical Sciences.
• Re-naming of Jordan College of the Arts (2012) (from Jordan College of Fine Arts).

There have also been some recent organizational changes within the upper administration:
• James M. Danko, the 21st president of Butler University (2011), replacing Dr. Bobby Fong, who resigned to become president at Ursinus College, Pennsylvania.
• Dr. Kathryn Morris, interim provost (2012), replacing Dr. Jamie Comstock, and appointed provost in December 2012.
• Bruce Arick, vice president for finance and administration (2012) (from vice president for finance).
• Ben Hunter, chief of staff and executive director of public safety (2012) (from police chief).
• Shari Alexander Richey, interim vice president of advancement (2012), replacing Mark Helmus.
• Dr. Gary Edgerton, dean of the College of Communication (2012), replacing interim dean Dr. Bill Neher (retired).
• Dr. Julie Miller, dean of the libraries (2012), replacing Lewis Miller (retired).
• Dr. Ronald Caltabiano, dean of Jordan College of the Arts (2011), replacing Dr. Peter Alexander (retired).

Ongoing searches for vice president for Marketing and Communications and in-house legal counsel.

**A number of physical changes have occurred on the campus as well:**

- Construction of the Apartment Village, a 500-bed apartment-style housing facility for juniors and seniors (2006).
- Construction of the Health and Recreation Complex, housing fitness and recreational sports programs along with the health and wellness center (2006).
- Upgrades to the Butler Bowl, the stadium for football and soccer, including a new surface and new seating, a new press box (2010), and lighting (2011).
- The closing of the Jordan Academy of Dance with the building space now used for the Art + Design program (2010).
- Additions and renovations to the College of Pharmacy and Health Sciences Building (2009).
- Efroymson Center for Creative Writing (2011).
- The Howard L. Schrott Center for the Arts (to open April 2013).

**Major enhancements include:**

- The Center for Faith and Vocation (CFV) provides not only a center for religious life on campus, but more broadly a place where students can engage in vocational discernment (2003).
- The Center for Urban Ecology (CUE) explores urban ecosystems and facilitates interdisciplinary research and education, place-based projects, and public discourse by engaging Butler students, faculty, staff, and community partners (2004).
- The Efroymson Diversity Center houses the Office of Diversity Programs and the Office of International Student Services and provides programming and space for diversity student organizations (2006).
- The Butler Business Accelerator, a part of the College of Business, is a consulting outreach program under which both undergraduate and MBA students work directly with middle-market companies in Indiana (2006).
- Big Dawg, a 32-node supercomputer, a gift from alumnus Frank Levinson, is used for student and faculty research (2007).
- The Butler University Community Outreach Pharmacy is a student-run pharmacy targeting underserved and uninsured patients (2009).
- The Phi Beta Kappa chapter was installed in 2009.
- The Butler Campus Farm, a part of the CUE, is a half-acre, chemical-free farm providing local organic foods, originally proposed by the Earth Charter Butler student organization (2010).
- The Center for High Achievement and Scholarly Engagement (CHASE) is a one-stop office for students housing the University-wide honors program, all undergraduate research programs, preprofessional and graduate school advising, national fellowship and scholarship advising, and domestic study-away programs (2010).
- The Butler/Indianapolis Public Schools partnership is a collaboration including Shortridge Magnet High School (2009) and IPS School 60, now a Butler Lab School (2011).
- Athletic programs join the Atlantic 10 Conference, moving from the Horizon League (2012).
INTRODUCTION

BUTLER’S RESPONSE TO PREVIOUS NCA/HLC REPORT

When Butler University received its 10-year reaccreditation in 2003, the University was required to produce two interim reports: finances (2005) and assessment (2006). Both were reviewed and accepted by Commission staff.

Since AY 2002–2003, the University has maintained a healthy, balanced budget. In addition, the ButlerRising campaign, mounted in conjunction with Butler University’s sesquicentennial and ended in 2009, raised more than $154 million in contributions, nearly $30 million over its $125 million goal. Since 2003–2004, Butler has had its two best fundraising years (2005–2006 and 2006–2007) as well as three others that rank among the top 10 fundraising years in history. More than 6,000 alumni have contributed each of the past two years (2010–2011 and 2011–2012), breaking the 6,000 plateau for the first time in Butler history. As a result, Butler has climbed to 19th out of 626 Master’s Comprehensive Universities, based on US News & World Report alumni giving percentages. Since 2003, Butler’s planned gift expectancies have increased from less than $20 million to more than $50 million. More substantial and detailed information on resources and financial planning can be found in the discussion in support of Criterion Five of this report.

Butler University also has a fully developed and widely embraced assessment plan. In place since 2004, each academic program, including the Core Curriculum, has faculty-developed student learning objectives (SLOs) and both direct and indirect methodologies for assessing them. Within a three-year cycle, all SLOs must be assessed, and the most recent reports are publicly available on the Web. In addition, all academic units that do not have outside accrediting bodies are required to undergo program review once every five to seven years. Administrative units also submit annual assessment reports with a focus on annual performance objectives. More substantial and detailed information on assessment and how it is used for improvement can be found in the discussion in support of Criterion Four of this report.

The 2003 visiting team also raised concerns about goals and objectives and promotion and tenure procedures in the College of Liberal Arts and Sciences (LAS). Since that time, LAS has embarked on a Liberal Arts Matters initiative, begun by the previous dean and continuing under the current dean. This includes the adoption by the LAS faculty of a college vision statement as well as college-wide promotion and tenure guidelines. More details can be found later in this report.

THE RESOURCE ROOM

The digital Resource Room is organized under appropriate headings to assist evaluators in locating needed materials. The Resource Room contains all non-website-available documents referenced by the self-study report and any other materials deemed essential by the University for the purposes of the comprehensive visit. An index to the Resource Room can be found here. Any requests for additional documents from the visiting team will be honored as quickly as possible. The Institutional Snapshot and the Federal Compliance documentation are included with this report as separate documents.

A BRIEF HISTORY OF BUTLER UNIVERSITY

Founded in 1855 by abolitionist members of the Christian Church/Disciples of Christ in Indiana, Butler University, originally North Western Christian University, was the second coeducational institution of higher learning in the United States. Equality in the admission of members of different races and religions has been central to the University since its founding. Totally nonsectarian in admissions
from the beginning, Butler has not been associated with the Christian Church/Disciples of Christ since 1955.

The values and principles upon which the University was founded appear in the original charter and are exhibited in the current mission statement of Butler University. The charter, granted in 1850, states the purpose of this act of incorporation is to establish and “build up . . . an institution of learning of the highest class . . . for the instructing of the students in every branch of liberal and professional education.”

From its inception, Butler University offered art, law, music, and business courses to complement the classical curriculum common in the 19th century. Near the turn of the 20th century, new disciplines became a regular part of the curriculum, including teacher education, sociology, public speaking, physical education, home economics, and journalism. The University was the first Indiana institution of higher learning to allow its students, with parental consent, to select subjects of their choosing under an “elective” system. The longstanding tradition of combining a liberal education with professional preparation remains a hallmark of a Butler education today.

Butler University was also among the pioneers in developing a “general education,” or Core Curriculum, required of all students, introducing it in 1945. Grounding in the liberal arts and sciences has remained a central part of Butler’s educational offerings. Offering innovative interdisciplinary courses as well as introductory courses, the current Butler University Core Curriculum was most recently substantially revised by the faculty in 2005 and is required of all undergraduates.

The College of Liberal Arts and Sciences remains a traditional strength and the academic center of the University. A long-established Department of Bible became the College of Religion in 1924; the college attained independent status as the Christian Theological Seminary (located adjacent to the current Butler campus) in 1960. There is no current formal affiliation between the two institutions. Other colleges were added as Butler continued towards the goal, outlined in its charter, of instruction in every branch of liberal and professional education. A merger with Teachers’ College of Indianapolis in 1930 established Butler’s College of Education. A College of Business Administration (now the College of Business) opened in 1937, and the College of Pharmacy and Health Sciences developed through a merger with the Indianapolis College of Pharmacy in 1945. The Arthur Jordan Conservatory of Music became Butler’s Jordan College of Music in 1951, later to become the Jordan College of Fine Arts, and, in 2012, Jordan College of the Arts. Butler University’s most recently added unit, the College of Communication, opened in fall 2010.

Since celebrating its sesquicentennial in 2005, the University has continued to emphasize the same fundamental values and principles upon which the institution was founded. The required Core Curriculum, with its strong foundation of education in the liberal arts, remains to this day the central experience for graduates in all of the University’s undergraduate academic programs. This continues a proud tradition of liberally educated Butler graduates throughout the decades. Citizenship and service, integrity and values, a commitment to diversity, and preparation for lifelong learning remain essential components of the Butler experience. Educating students for a life of meaning and purpose remains our goal.
FACILITIES AND ENROLLMENTS AT BUTLER UNIVERSITY

The forerunner of Butler University, North Western Christian University, opened its doors in 1855 on a 25-acre campus on the near north-side of Indianapolis; there were two professors, about 20 collegiate students, a preparatory department headed by a principal, and classes for preparatory students taught by one or two assistant teachers. Enrollments grew to well over 200 students by the 1870s. Faced with the University’s increasing enrollment, the Board of Directors made the decision to move to a new campus in Irvington on the east side of Indianapolis in 1875. In 1877, the school was renamed Butler University after Ovid Butler, one of the founders. After World War I, enrollments rapidly rose to between 700 and 800 by 1921, and doubled that by 1926, with 26 faculty. Total enrollment on the Butler campus, including graduate and part-time students, was between 1,700 and 1,800 just before World War II. By 1947, 3,900 full-time students were on campus. From 1950 to about 1980, the numbers declined until full-time students numbered a little over 2000. During the next three decades, enrollments steadily increased to their current levels of 4,568 full-time equivalent students in fall 2012.

To accommodate the growing University, the directors bought Fairview Park, 246 acres of wooded, rolling land, on which Butler University now resides. Arthur Jordan Memorial Hall, an imposing Gothic structure consisting of three buildings connected by towers, was ready for the opening of classes in 1928. Additional land purchases brought the campus to its current size of 290 acres.

Expansion of physical facilities has continued during the decades since Butler moved to its current site. Butler Fieldhouse (now Hinkle Fieldhouse) and a football stadium (now Butler Bowl, housing football, lacrosse, and soccer) were built on the Fairview campus in 1928. Faculty, students, and alumni joined to raise money for a new student center, named for John W. Atherton, the long-time financial secretary of the University. In the mid-1950s, two large dormitories—Ross and Schwitzer halls—were built. A College of Religion building, now called Robertson Hall, was erected in 1942, financed by loyal supporters of the seminary. The observatory, botanical gardens, and carillon tower were gifts of J. I. Holcomb, a president of the Board of Directors, and an enthusiastic beautifier of the grounds. Retail and wholesale druggists contributed funds for a building to house the new College of Pharmacy (now the College of Pharmacy and Health Sciences) in 1952.

The early 1960s saw the addition of Lilly Hall, made possible by Lilly Endowment, Inc. and the Jordan Foundation, to house the Jordan College of Music. The G. H. A. Clowes family and other donors helped to erect Clowes Memorial Hall in 1963, a superb center for the performing arts. Soon after, Irvin Library was constructed with funds donated by the Irwin-Miller-Sweeney Foundation of Columbus, Ind. Another general fund drive in the late 1960s, along with funds from Mr. and Mrs. J. I. Holcomb and Mr. and Mrs. Edward Gallahue, made possible erection of the Gallahue Science Building and the construction of the adjoining Holcomb Building (currently housing the College of Business, the Ruth Lilly Science Library, and Information Technology). A third large dormitory, the Residential College, was completed in 1989–1990. The Richard M. Fairbanks Center for Communication and Technology was dedicated on Sept. 21, 2001.

Ending in May 2009, the ButlerRising capital campaign, launched in concert with Butler’s sesquicentennial, garnered $154 million. A portion of these funds has been used to complete the first phase of the Performing Arts Center complex (2003) and to renovate the former chapel in Robertson Hall to create the Eidson-Duckwall Recital Hall (2004).
As a result of a $25 million grant from Lilly Endowment, a 40,000 square foot addition to the Pharmacy Building was completed in 2009; the older part of the building was overhauled as well. Partly as a result of needs identified in the 2003 NCA/HLC reaccreditation self-study completed during Butler’s last reaccreditation cycle, two new buildings have been built since 2006. The Apartment Village, an apartment-style residence for juniors and seniors, and the Health and Recreation Complex, with 85,000 square feet of space housing fitness and recreational sports facilities as well as the University health center. (The Butler University Police Department now occupies the former health center.) The newest addition to the campus is the former President’s home, which reopened its doors as the Efroymson Center for Creative Writing in December 2011. In spring 2011, ground was broken for the Howard L. Schrott Center for the Arts, a 450-seat facility expected to open in spring 2013. Planning is also underway for improvement of science facilities, including renovations to Galahue Hall as well as an addition to the building. These building projects along with other recommendations are part of a new campus master plan (Campus Master Plan May 2010 Final Report) adopted by the Board of Trustees in May 2011. The plan includes a mixed-use parking facility that will incorporate student residences and administrative office spaces, renovation of Hinkle Fieldhouse (currently under way), and other various campus projects.

Enrollment growth over the past decade is illustrated in the table below.

### Institutional Data Profile Table 1.1

#### Enrollment Summary, 10-Year Trend

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<td>1,951</td>
<td>1,993</td>
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<tr>
<td><strong>Female</strong></td>
<td>2,599</td>
<td>2,823</td>
<td>2,789</td>
<td>2,803</td>
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<td><strong>Total</strong></td>
<td>4,328</td>
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Note: FTE calculated by dividing undergraduate credit hours by 16 and graduate credit hours by 9.
CRITERION ONE: MISSION

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Butler’s mission is to provide the highest quality of liberal and professional education and to integrate the liberal arts into professional education, by creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty, staff, and students. Butler University mission statement

This mission statement is the most recent of a series of such statements issued since the 1970s. Prior to that time the Board of Trustees expressed the University mission by citing the language of the Butler charter. These earlier goal statements are similar in content and direction to the current statement adopted in the early 1990s. The most obvious change in goal statements occurred some 50-plus years ago (1955) when the board severed Butler’s ties with the Christian Church/Disciples of Christ and removed sectarian language from its subsequent goal statements.

The defining feature of Butler’s mission—the conjunction of liberal and professional education—has characterized the University from the beginning. The original charter of the institution, approved by the Indiana state legislature in 1850, prescribed “an institution of learning of the highest class . . . for the instructing of the students in every branch of liberal and professional education.” For more than 150 years, then, Butler has had the same mission. Because the mission is complex—in effect, two missions—its implementation has proved to be challenging as well as creative.

The University charter was written by Ovid Butler, an Indianapolis attorney. He and the other founders of the University were members of the non-denominational Christian Church movement known as the Disciples of Christ. Ovid Butler’s vision was to bring higher education to Indianapolis while at the same time giving the Disciples a more visible place in the intellectual life of Indiana and indeed throughout the Northwest United States (of its day). From the beginning, North Western Christian, as Butler was then called, eschewed the classical liberal arts college model, envisioning itself as reaching into “every branch of liberal and professional education,” as the charter put it.

For a long time, “professional” education did not mean anything very specialized. Soon after the University opened its doors in 1855, the directors supported initiatives aimed at creating a law school and a medical school, but neither initiative came to fruition. For the rest of the 19th century, the University offered three academic programs: a liberal arts track, a science track, and a ministerial track. A more concerted effort to invest in professional education was made in 1896 when Butler University and four Indianapolis-based professional colleges (medicine, dentistry, law, and a Bible college) entered into an agreement to form the University of Indianapolis; for lack of money and good leadership, the University of Indianapolis project failed after a few years.

Of the five professional colleges which now form part of Butler University, three existed as independent institutions before affiliating with the University: the College of Education (which affiliated in 1930), the College of Pharmacy and Health Sciences (1945), and Jordan College of the Arts (1951). Two professional colleges were created from within the University: the College of Business (1937) and
the College of Communication (2010). This particular mix of colleges was not the result of a premedi- tated plan. Each entity has its own history and, to some extent, its own relationship to the University. In the case of the College of Education, however, one should not fail to note that its distinctive mission was explicitly referenced in the charter of 1850, the second clause of which mandates that the new university would “educate and prepare suitable teachers for the common schools of the country.”

One aspect of Butler’s mission which has changed dramatically in the course of the institution’s history is the commitment to residential undergraduate education. From the 1920s, when Butler moved to its current campus, until the early 1950s, there were no University-owned residence halls at the University. While some students lived in fraternities and sororities near campus, many others commuted. Two residence halls were constructed in the 1950s—Ross Hall (1952) and Schwitzer Hall (1956). For the next 33 years, however, no further campus housing was constructed; hence a large population of undergraduate commuters continued to exist. Only with the opening of Residential College in 1989 and Apartment Village in 2006 did Butler complete its transformation into a fully residential institution for undergraduates.
CORE COMPONENT 1.A.

The institution’s mission is broadly understood within the institution and guides its operations.

If one were to ask the students and faculty of Butler University today how the University integrates liberal and professional education, the most common response would be: by means of a liberal-arts-based Core Curriculum (the core) required of all students. The core at Butler is a University institution; it is the same for all undergraduates and is taught by faculty in all six colleges. While the core was significantly revised in 1983 and again in 2005, the concept of a University-wide core has remained in place since the 1940s. The liberal arts orientation of the core has also been constant, as has the overall size of the core (about 30 hours in a degree of 120-plus hours).

The mission statements and advertising of Butler's several colleges relate to the University-wide mission in somewhat different ways. Only the College of Pharmacy and Health Sciences specifically references the liberal arts component of the University-wide mission in its own statement: “The mission of the College of Pharmacy and Health Sciences is to provide effective educational experiences in the health sciences. By so doing, the college facilitates the development of life-long learners with a liberal arts foundation who are able to serve society as dedicated, competent health professionals and community leaders.”

Three of the professional colleges make reference, however, to the goals of liberal education in a number of ways. In a list of “core values” which the College of Education (COE) appends to its mission and vision statements, the COE affirms: “We value dedicated, knowledgeable professionals who demonstrate a passion for children and learning. To this end, our candidates are immersed in the literature of our liberal arts tradition and develop deep, diverse conceptual grounding in educational theory.”

The College of Business does not refer specifically to the liberal arts in its mission statement. The same is true of the College of Communication (CCOM). However, in its mission statement found in the Faculty Handbook, Sec. 10.20, CCOM states that “students will develop the ability to analyze and synthesize human and mediated communication,” surely an important hallmark of liberal education. Jordan College of the Arts references the liberal arts in the self-characterization that appears at the head of its website, although it does not call this affirmation a mission statement: “JCA—a community of artists preparing for careers as performers, professionals, scholars, and teachers. With programs in arts administration, dance, music, theatre, and art, Jordan College of the Arts combines nationally recognized conservatory-style programs with a curriculum rich in the liberal arts.” In its mission statement found in the Faculty Handbook, Sec. 10.20, JCA articulates that “All undergraduate degrees are enhanced by a required study of the liberal arts and sciences.” The mission statements of all of the colleges can be found in the Faculty Handbook, Sec. 10.20.

Beyond mission statements and advertising, the curricula of the professional colleges are contexts wherein liberal/professional integration can be seen. For example, most of the professional colleges require courses in ethics, which, while oriented to the issues likely to arise in the professions, are liberal arts courses at heart. Moreover, all of the professional colleges prescribe a number of liberal arts courses beyond the minimum required by the Butler Core Curriculum in order to meet the criteria set by their professional accreditiing bodies. Jordan College of the Arts stands in a particularly close relationship to the liberal arts. Most courses in art history, music history, music theory, dance history,
and theatre history at Butler are taught by JCA faculty and are populated mainly by JCA students, even though all of these subjects fall within the liberal arts. The case of economics is analogous in that economics is housed in COB, not LAS. However, students pursuing a bachelor’s degree in LAS may elect economics as their primary major.

The relationship of the College of Liberal Arts and Sciences (LAS) to Butler’s University-wide mission is complex. On the one hand, the college’s mission is to offer specialized training—“majors”—in the liberal arts; on the other hand, the college delivers 48 percent of credit-bearing Core Curriculum courses and many other courses needed by the professional colleges. The challenges of this twofold mission spring mainly from two factors: the relatively small size of LAS, and Butler’s idealistic commitment to a University-wide core. The liberal arts faculty delivers a significant percentage of the Core Curriculum in many, but not all areas, while the cohort of majors in LAS’s own departments is (with some exceptions) perhaps smaller than desired.

In addition to its mission statement found in the Faculty Handbook, LAS has a formal statement of “Core Values” spelling out what the college takes to be “the liberal arts’ basic and historic purpose.” Adopted in 2007 and posted on the Web and on the wall in many LAS offices, the statement is a product of its time in that it defines the liberal arts in terms of skills, capacities, and sensibilities, rather than substantive curricular content. This definition is rather different from the formulas of the golden age of core curricula following World War II, when the core was constituted by great books, shared historical experience, democratic values, or some combination of these.

An affirmation of the liberal arts component of Butler’s mission came in 2009 with the approval of Butler’s application to shelter a chapter of the Phi Beta Kappa (PBK) Society. The Phi Beta Kappa Society is the oldest organization in the United States dedicated to the promotion of the liberal arts. The authorization of Phi Beta Kappa chapters is based on a rigorous evaluation of an institution’s investment in the liberal arts. Other commitments, such as professional education, social service, athletics, or entrepreneurship, do not enter into the review, except to the extent that an institution must be able to show that these commitments do not deflect it from its liberal arts mission. The rigor of the review process is borne out by the relatively small number of colleges and universities which have been successful in their pursuit of PBK’s endorsement: only 289 institutions, or fewer than one-tenth of the four-year institutions of higher learning in America, have been approved in the 235-year history of the PBK Society.

Besides the formally adopted mission statements discussed above, another summary of the University’s basic commitments, known as “The Butler Way,” has caught on in recent years. The concept of The Butler Way has become so popular, indeed, that one might be tempted to regard it as the University’s de facto mission statement, although the content of The Butler Way, as distinguished from the phrase, varies depending on who is articulating it. The unit of the University that has first claim to the phrase is the Department of Athletics, since The Butler Way originated as a pledge used by athletic teams. Its posting on the homepage of the Athletics’ website lends it the status of a formal mission statement for that unit. The Department of Athletics’ version reads: “The Butler Way demands commitment, denies selfishness, accepts reality yet seeks improvement every day while putting the team above self.” The most recent Viewbook published by the Butler Office of Admission—the official advertising piece presented to prospective students and their families—includes a two-page exhibit of The Butler Way which displays the athletic slogan and adds to it a list of values deriving from a slate posted in the
men’s basketball locker room:
- **Humility**—know your strengths and weaknesses;
- **Passion**—committed to excellence;
- **Unity**—the team comes first;
- **Thankfulness**—learn from every experience;
- **Servanthood**—lead by giving.

As used by other units of the University, The Butler Way has a variety of meanings. In the Coordinated Marketing and Communication Plan, implemented in 2008, The Butler Way means nothing more than “that we aspire—every day—to improve ourselves and those around us.” The Office of Academic Affairs posts the following version of The Butler Way on the public monitor outside its office on the first floor of Jordan Hall:

The Butler Way inspires students:
- To integrate intellectual and practical skills;
- To ask big questions and solve real-life problems;
- To balance professional achievements and social responsibility;
- To adopt values-based reflection and to be civically engaged with diverse communities, locally and globally.

However much it varies, the concept of The Butler Way has definitely made an important contribution to the integration of the Butler community by suggesting that all parts of the University, even if they diverge in interests and daily activities, have a common mission and constitute a single community. It is difficult to think of any other vehicle at Butler in recent years which has more effectively promoted the institution’s shared values than the phrase “The Butler Way.”

Other paracurricular units which contribute to defining Butler’s mission include the Center for Citizenship and Community (CCC), the Center for Faith and Vocation (CFV), and the Efroymson Diversity Center (EDC).

The CCC, founded in 1996, facilitates civic engagement on the part of Butler students, faculty, and staff and serves to create innovative academic learning experiences that extend Butler classrooms into the Indianapolis community to the benefit of University and community alike. The CCC coordinates the Indianapolis Community Requirement (ICR), a component of the Core Curriculum that requires all Butler students to take at least one course that involves active engagement with the Indianapolis community. These courses are intended to immerse students in environments wherein they learn about civic-mindedness, diversity, social justice, and personal and social responsibility and thereby enhance their academic learning while becoming better citizens of their communities and of the world.

The CFV, founded in 2003, “provides a place where students at Butler University discover lives of purpose, meaning, and contribution (vocation) by using tools of reflection and engaging in spiritual questions—no matter what their faith, doubts, or philosophies may be.” More specifically, this means offering hospitality to a variety of religious ministries on campus, promoting interfaith dialogue and cooperation, providing internship opportunities and vocational counseling for students, offering seminars on the vocational and spiritual dimensions of higher education for faculty and staff, and serving as a point of contact between the University and the vibrant religious communities of greater Indianapolis. Since Butler made no provision for religious life on campus after the School of Religion disaf-
fielated from the University in 1958, the CFV, to some extent, plays the role that a college or university chaplaincy plays in many other institutions.

The EDC, opened in 2006, is charged with promoting greater awareness of cultural diversity in the Butler community. Its vehicles are the Office of Diversity Programs, the Office of International Student Services, and seven student organizations which have office space in the center. The EDC focuses on how race, gender, and sexual orientation affect American society in general and life at Butler University in particular.

Together, the CCC, the CFV, and the EDC promote the view that the purpose of a college education is not just to make a career but to make a life of purpose, in which individual flourishing is intertwined with the welfare of others. To this end, each center engages one of the commitments that shaped Butler’s identity from the beginning. The CCC engages the dynamic relationship between diverse communities within the city of Indianapolis and its oldest institution of higher learning. The CFV promotes the democratic and ecumenical religious culture which the Disciples of Christ represented during the first century of the University’s existence. The EDC represents a concern which was already in evidence during Butler’s very first academic year when the student body and faculty of the fledgling institution were swelled by Abolitionist refugees who resigned from Bethany College in the slave state of Virginia to find a home at North Western Christian University.

Allegiance to and understanding of the mission and the sense of community are also evident elsewhere at Butler. The Office of Student Affairs, through its Community of Care program, encourages all students to engage in healthy behaviors and provides mechanisms, such as the PAWS (Peers Advocating Wellness for Students) program, for students to care for one another. Administrative structures are also in place to help students needing assistance in adjusting to college life or in crisis. These include BURT (Butler University Response Team) and ACT (Assessment and Care Team). Developing a sense of personal and communal responsibility and respecting the rights of others also is an important part of the Residential Life program. As stated on its website, Residence Life is committed to supporting the educational mission of Butler University by providing opportunities for students to live, learn, and grow in a community which fosters respect, responsibility, and appreciation for self and others. In addition to featuring the formal mission statement on its website, the Office of Admission tells prospective students that we at Butler University believe in an environment where students and faculty collaborate and learn from each other and that our graduates benefit from a liberal arts education that prepares them for the big challenges of 21st century jobs.

Subcomponent 1.A.1. *The mission statement is developed through a process suited to the nature and culture of the institution and adopted by the governing board.*

Prior to 1992, Butler had no formal mission statement; rather, the Board of Trustees approved a series of “Statements of Purpose” and goals. Prior to the publication of the 1975 Butler University Bulletin, these statements, officially adopted in 1957, reaffirmed the board’s faith in and devotion to the guiding principles set forth in the original charter, including the belief of the founders that our society aims at “being Christian and democratic.” In 1975 the sectarian “Statement of Purpose” was replaced by a set of three non-sectarian goals, the third of which was “The undergraduate program of every college in the University will be solidly based upon the liberal arts.” By 1983, the statement read
Butler is a co-educational, independent, non-sectarian university. It is committed to providing high quality education for a selected student body and to serving as a metropolitan center for research and culture.

A more collaborative process for re-examining the mission developed under President Geoffrey Bannister. In 1991 with the approach of Butler’s 1992–1993 reaccreditation process, President Bannister convened an ad-hoc committee composed of faculty, staff, administrators, and students to review the current mission statement. In 1992, the Board of Trustees approved this mission:

Butler’s mission is to provide the highest quality of liberal and professional education and to integrate the liberal arts into professional education, by creating and fostering a stimulating intellectual community built upon interactive dialogue and inquiry among faculty and students.

In addition, the committee recommended, and the board also approved, the following set of institutional commitments.

Butler University is committed to:
1. Providing the highest quality of teaching and 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.
2. Being a nationally recognized university that serves students from other regions and countries, while recognizing its special responsibility to serve the undergraduate and graduate students of Indiana and the Midwest.
3. Being a residential campus, one on which both academic and non-academic aspects of student life receive important attention.
4. Recruiting and sustaining practicing scholars and professionals dedicated to intellectual self-renewal for the benefit of their students.
5. Cultivating an awareness and understanding of other cultures in its curriculum, and promoting the diversity of its students, faculty, and staff.
6. Providing intellectual, cultural, athletic, and artistic opportunities and leadership in Indianapolis and the surrounding areas.
7. Providing opportunities and lifelong support of its alumni in recognition of their special relationship to the institution.

Some of these commitments apply to both professional and liberal education; others are traditionally associated with the liberal arts. The list is not prescriptive with respect to how the integration of liberal and professional studies should be accomplished, thus leaving room for each college or unit to exercise initiative within the general boundaries set out above.

As an example of the egalitarian nature of the community and the commitment of the University to its staff, Butler’s mission statement was modified in 2004 to include the word “staff,” following a recommendation from the Staff Assembly. The mission statement and Butler’s commitments were reaffirmed by the Board of Trustees on Feb. 21, 2004. The mission and commitments appear on the first page of the Trustees Handbook. The Handbook also states that responsibility for defining and monitoring the University’s mission rests with the board. Section II of the “Responsibilities and Expectations of Membership” as detailed in the Trustees Handbook begins as follows:
A. The board retains ultimate responsibility and full authority to determine the mission of the institution in consultation with and on the advice of the president. The board approves all long range plans.

B. The board has ultimate responsibility for the academic quality of the University and has the right to review, challenge, and occasionally override decisions or proposals it judges to be inconsistent with mission, educational quality, or fiscal integrity. The board approves all educational programs.

On the issue of Butler’s commitment to residential undergraduate education, however, Commitment 3 above clearly endorsed the direction in which the institution has developed in the last half-century. On the basis of the board’s declaration and the situation “on the ground” at Butler today, it is fair to say that commitment to residential undergraduate education is now an integral part of Butler’s mission. Recent discussions, however, about increasing the size of the undergraduate student body as well as initiatives in the development of online courses in the Butler curriculum will need to be guided by attention to the impact of such changes on Butler’s commitment to fully residential undergraduate education.

Subcomponent 1.A.2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

Butler University has worked diligently to ensure that the institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

The mission guides development of new majors and programs, sets expectations for admission, and offers opportunity to develop appropriate support services. Butler University’s academic departments recently have been through an extensive evaluation as a part of the “Quality, Potential, and Cost” (QPC) project. This project, accomplished in 2010–2011 under then-provost Dr. Jamie Comstock, was a comprehensive program review of each academic program, with a focus on each program’s quality, potential, and cost to the University. The primary purpose of this project was to develop a mission-driven, market-smart program mix, while ensuring an integration of the liberal arts with professional education. The result has been the development of new programs (e.g., minor in ethics), the decommissioning of others (e.g., French and business studies), and a better understanding of all academic departments and programs. With the inauguration of President Danko and the replacement of the provost, further actions resulting from the QPC process await additional direction.

Butler’s student support services are continually monitored to ensure that all Butler students have the support necessary to succeed, both academically and socially. Surveys of student satisfaction are given throughout students’ time at Butler, and the results of those surveys are reviewed by faculty and staff in order to make appropriate changes and to continue programs that are working to support our mission. Exit interviews are conducted when a student chooses to leave Butler, with the results being shared with those faculty and staff charged with retention. The most recent exit surveys showed that academic/departmental issues, financial issues, poor fit/student culture, and personal/family issues were the most common reasons for students leaving the Butler campus. More information about student support services appears in the discussions supporting Criteria Three and Four.

Butler’s enrollment profile closely tracks the mission in its composition of students. The academic profile has continued to improve over the past several years, with middle 50 percent ranges for enrolling
students in both standardized test scores and grade point average being the highest in Butler’s history. Full-time undergraduate student enrollment is at its highest level in history. Retention continues to improve, as does recognition of Butler’s liberal arts and professional programs. Butler has moved to second in US News and World Report’s annual rankings of top-ranked Master’s Comprehensive Regional Universities in the Midwest, an honor it has maintained for three consecutive years.

While Butler University does an exceptional job of staying true to and consistent with its mission as it pertains to its academic programs, student support services, and enrollment profile, Butler University does face challenges. In some programs, specifically in the sciences and College of Pharmacy and Health Sciences, the demand forces potential problems with oversubscription, as well as both space and accreditation limitations. At the same time, some liberal arts programs in the humanities and social sciences are undersubscribed. There are numerous factors contributing to a lessening demand for these undersubscribed programs, such as changing demographics; a poor economy and the cost of a private education compared to in-state public institutions and community colleges; lack of exposure to these disciplines at the high school level; and the abundance of programs nationally that gives students numerous options from which to choose. While none of these challenges is unique to Butler University, the reality of these challenges must be addressed when looking at the consistency of our mission in terms of our academic programs, student support services, and enrollment profile.

Subcomponent 1.A.3. The institution’s planning and budgeting priorities align with and support the mission. (See also the response to Subcomponent 5.C.1.)

Butler’s financial planning priorities align with and support our mission, evidenced by an examination of the University’s assumptions, commitments, and priorities that are specifically stated in the most recent strategic plan, Dare to Make a Difference (2009–2014). Additionally, a review of the University’s budget (and related supporting documents) over the last 11 fiscal years (2001–2002 through 2011–2012) demonstrates that budgetary changes were consistent with the identified mission. A comparative analysis of Butler University’s budget versus a set of both aspirant and peer schools is also illuminating. The discussion below illustrates that the Butler mission, institutional commitments, and the strategic plan drive a large part of the budget. The budget tables referenced below can be found here: Table 1A3a displays actual Butler budgets; Table 1A3b is adjusted for inflation, pricing impacts, and converted to percentages, and Table 1A3c groups the data to show averages in the first six years versus second five years. Tables 1A3d, 1A3e, and 1A3f show budget and endowment data, with the same modifications as above, for some peer and aspirant institutions.

Institutional Commitments and Budgetary Impact

- Residential Campus. The goal of a residential campus was constrained in recent years by housing limitations. To resolve this issue, the budget was revised to include increased debt service associated with the completion of the Apartment Village for upper-level students. The net result was an increase in the percentage of the budget devoted to “Other,” which includes debt service. However, this was done while still maintaining a balanced budget. Further, the expense percentage associated with “Residence Halls” remained consistent, which suggests good integration of the new facilities. This change also explains the increase in “Other Revenue,” which is up 78.6 percent since 2006, outpacing our comparable schools. While the change in budget is a direct result of the mission, one item to monitor going forward is the pay-down of current debt prior to new debt
issuance, thereby protecting the overall financial quality of the University, as well as the ability to meet the stated mission.

- **Instructional Expenses.** On the surface, this is the one area that appears weak, as the percentage of budget expenses applied to Instruction declined from 26.8 percent in 2001–2007 to 25.2 percent in 2007–2012. However, over the time there was also an increase in full-time equivalent (FTE) faculty of 26 percent, while the dollars applied to this area increased 61 percent. Further, the number of tenure-track positions increased, while adjunct and part-time positions decreased, both of which are consistent with Commitment 4. Moreover, as compared to the aspirant and peer schools, Butler’s percent of expenses allocated to Instruction and Student Services is much higher. While increase in the budget percentage to historical levels may be helpful in further attracting and retaining top faculty, the current funding seems to have been successful in improving this area.

- **Quality Facilities.** The Apartment Village was opened successfully as was the Health and Recreation Complex, both buildings in direct response to identified strategic needs. Additionally, many renovations were completed during the past 10 years, in particular to the Pharmacy Building and Butler’s performing arts facilities. All were completed without a budget deficit.

- **State-of-the-Art Technology.** Given the focus on technology, the budget format was revised in 2006–2007 to include a separate line item for the Information Technology department. This change suggests a commitment to this area, which is consistent with the mission’s emphasis on providing a high-quality current educational experience. Further, the percentage of the overall budget applied to this area has remained relatively stable.

- **Increased Financial Aid.** In addition to debt service, financial aid is the area with the largest percentage increase in the budget. Aid has grown from $26 million in 2001–2002 to $47 million in 2011–2012, an 83 percent increase. Over the same time, the overall budget grew 73 percent. Thus, there has been a relatively larger focus on this area, consistent with an institutional commitment to attract and retain high-quality students. This is further evidenced by the fact that the discount rate has remained relatively stable in the face of increasing enrollment.

- **Strong Endowment.** A historical problem at Butler has been a persistent budget deficit funded by draws from the endowment. This, however, is inconsistent with the stated mission and long-term solvency. The administration of President Fong (2001–2011) was successful at balancing the budget and reducing draws, as is evidenced by the reduced reliance on this funding (7.2 percent of budget in 2001–2007 versus 4.1 percent of budget in 2007–2012). Further, the endowment has grown significantly, partly as a result of the ButlerRising campaign, which successfully raised more than $150 million; approximately $40 million was endowment-related. In addition, part of the endowment has been used as funding for a Student Managed Investment Fund.

In comparison to our aspirant and peer schools, however, Butler’s endowment is small. For example, the endowment per student at Butler (based on 2006–2010 averages) is $38,391 while at the aspirant and peer schools, it is $102,724 and $46,522, respectively. Thus, if the aspirant schools reflect the achievement of mission, a key driver will be an increase in the size of the endowment going forward. As can be seen from President Danko’s recent Shared Strategic Vision, increasing the endowment is one of his primary goals.
These examples indicate that the University has properly matched budgeting priorities to its stated mission and that the trend in budgeting priorities is favorably supporting the continued achievement of the University’s mission.
CORE COMPONENT 1.B.

The mission is articulated publicly.

Subcomponent 1.B.1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

The articulation of Butler’s mission, including the mission statement, institutional commitments, and other statements of purpose by units of the University, is found in numerous areas available to both internal and external audiences.

Butler’s website publicly promotes the University mission statement and its accompanying commitments through navigational links from the following webpages:

- Accreditation
- About Butler
- Butler A-Z (under “M”)
- Office of Institutional Research and Assessment
- Dare to Make a Difference Strategic Plan
- University Newsroom (under “About”)

The mission statement is also communicated on electronic message boards and posters displayed in various campus locations. The mission statement is printed on the back of all employee business cards, on campus fact cards provided to staff and visitors, on folders for sale in the bookstore, and in materials distributed during major campus convocations and Commencement exercises. The mission statement also appears in the Board of Trustees Policy Manual posted on the board’s secure website and is printed on page 1 in The Butler University 2011–2013 Bulletin (The Bulletin).

Subcomponent 1.B.2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

As mentioned above, the current mission statement and University commitments were most recently reviewed and reaffirmed by the Butler University Board of Trustees in 2004. Butler’s primary goal of excellence in teaching and student learning appears front and center in Commitment 1, our dedication to scholarship and creative activity is articulated in Commitment 4, and our understanding of our role as a cultural and intellectual resource for the central Indiana region appears in Institutional Commitment 6. The current strategic plan and the previous strategic plan were both firmly based in the mission and institutional commitments of the University and serve to make operational some aspects of that mission.

Under President Danko’s leadership, a possible new strategic vision is under current discussion. Beginning with the Board of Trustees’ retreat last March, several potential new goals have emerged (see A Shared Strategic Vision) and are now being vetted among various constituencies on the campus. Faculty, staff, and students all participated in open meetings with President Danko this past fall to ask questions, offer suggestions, and make comments regarding the proposed goals. The expectation is that this process will continue through the academic year with a resulting consensus on a shared vision for the University going forward.
Subcomponent 1.B.3. *The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

The mission and institutional commitments of Butler University are not only descriptive but also somewhat aspirational. While recognizing our regional nature and our special responsibility to (particularly central) Indiana and the Midwest, Butler aspires to be a nationally known and well-respected institution of higher learning, firmly grounded in the liberal arts and sciences, but offering professional education as well. Focused primarily on undergraduate education, but mounting selected graduate programs, we aim to attract a high-quality, diverse (culturally, ethnically, and socioeconomically) student population and to offer students an educational experience of the highest quality. Mission and goal statements of the various colleges reaffirm this ideal, as do goal statements in other areas of the University (see [LAS Core Values](#) – in several languages, [Student Affairs Key Areas of Focus](#), [CCOM Mission Statement](#), [COB Mission and Vision](#), [COPHS Strategic Plan](#), [Athletics Mission and Goals](#)).
CORE COMPONENT 1.C.
The institution understands the relationship between its mission and the diversity of U.S. society.

As stated in Commitment 5, Butler University recognizes that part of its mission is to prepare its graduates to build lives of purpose in a multicultural world. Originally founded with an eye toward inclusiveness, Butler University today endeavors to complement its history by a series of efforts, majors, programs, services, and opportunities for a diverse population of students, faculty, and staff. At Butler, diversity is understood in the widest possible sense and includes background and culture, ethnicity and race, gender and sexuality, country of origin, religion, and abilities. Recruitment and admission initiatives, academic programs, and student affairs programs exemplify this understanding.

Subcomponent 1.C.1. The institution addresses its role in a multicultural society.

Butler University was founded with a mission to address its role in a multicultural society and to attend to issues of human diversity. We have carried that mission forward across the subsequent 150-plus years. As stated in Butler’s current strategic plan:

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. That inclusive vision remains no less compelling today. The divides we seek to bridge include those of ethnicity, ideology, economic disparity, and religion, 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.

As is apparent from the above statement, Butler University includes ethnicity, ideology, economic disparity, religion, race, and gender within its definition of human diversity.

Butler also reflects attention to issues of human diversity in its commitments which accompany the mission statement. Of the seven commitments, four relate directly to human diversity:

- Providing the highest quality of teaching and 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.
- Being a national university which 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.
- Cultivating an awareness and understanding of other cultures in its curriculum, and to promoting cultural and ethnic diversity of its students, faculty, and staff.
- Providing intellectual, cultural, athletics, and artistic opportunities and leadership to Indianapolis and the surrounding areas.

Butler’s commitment to human diversity and to addressing its role in a multicultural society is also reflected in the mission statements of each of our six colleges.
College of Communication
The first line of the College of Communication’s mission statement reads: “Butler University’s College of Communication prepares students for success in our digital and global society.”

College of Business
The College of Business’ strategic plan, established in 2007 states: “The [Real Life Real Business] approach also recognizes that our students will need to function in a global, highly competitive information intensive world. . . . We seek to create an engaged learning environment that provides students with multiple opportunities to interact with this dynamic business world.” The statement further lists “global understanding” as one of 11 attributes “necessary for success in life and business.”

Jordan College of the Arts
Jordan College of Arts is rewriting its mission. Although not yet approved, the mission statement reads: “Jordan College of Arts is committed to the highest quality arts education by providing focused professional study and fostering an understanding of the interrelatedness of all the arts in a liberal arts environment. Through this integration we develop artist-citizens who are actively engaged in the community.” The mission statement continues to outline three steps of leadership in the arts and engagement that are designed to integrate JCA students and the Indianapolis arts community.

College of Education
The first of the four core values of the College of Education’s mission statement is: “engaging in interactive and intentional experiences that foster honoring differences and seeing similarities.” In COE’s associated Core Values statement, the first value is titled: “The Appreciation of Diversity and Similarity” and states: “We value richness in experiences, values, beliefs, and backgrounds. Our faculty, staff, and candidates, as well as our school and community colleagues, come from ethnically and culturally diverse populations. Candidates and faculty at Butler engage in the development of a global perspective on human development, teaching, and learning. Diversity is increased by Butler’s dynamic and newly developed program in which our campus is expanded through technology so that our candidates and faculty interact with people and programs around the world.”

College of the Liberal Arts and Sciences
In 2007, the College of Liberal Arts and Sciences developed and adopted its Core Values Statement. In this statement, the college states that a primary goal of a liberal arts education is to: “foster in us compassion and respect for those whose lives we share in our own communities and around the world.” The Core Values Statement culminates in a list of activities associated with being students of the liberal arts. Many of these activities address issues of diversity, including: “figure out how societies, our own and those of others, work and can be improved; delve into the past experiences of our own and other societies; make ourselves at home in other cultures; make those from other cultures at home among ourselves; and see the interplay between our beliefs about the natural world and our beliefs about religion, politics, and culture.”

College of Pharmacy and Health Sciences
In 2008, the College of Pharmacy and Health Sciences established a four-year strategic plan, entitled “Advancing Health Care Education—The Butler Way.” The third goal of their plan is to “pursue public health initiatives and service learning as a means to . . . expose faculty and students to diverse popula-
tions.” Their goal statement further specifies: “By focusing on the underserved and uninsured we not only help individuals most in need, we also expose our students to a more diverse patient population. From these encounters, students learn that socioeconomic and cultural diversity should be recognized as a critical component of medical care.” The college then outlines strategic initiatives for education and practice, research and scholarly activity, and public health and service that include:

“Provide an active learning environment that . . . recognizes different learning styles, respects diversity and develops the commitment to a personal philosophy of service . . . encourages life-long learning in professional, social, and cultural areas, and the maintenance of health in body and mind for students, faculty, staff, and communities they serve.”

“Foster interdisciplinary activities to enrich curricular offerings and develop a broad world view” by “promot[ing] . . . international and outreach programs, including the consideration of annual Spanish immersion trips . . . and adding diversity and health literacy training, cultural awareness exposure to rural health and the underserved.”

“Identify areas in Indiana that are designated as medically underserved and target them for experiential site development and research opportunities” by “phas[ing] in the requirement for each pharmacy student [and physician assistant student] to perform at least one experiential rotation in a site that serves an underserved population” and “requir[ing] students to reflect on the impact of socioeconomic or cultural/ethnic diversity in providing patient-centered care.”

Thus, beyond the overall mission of the University, each of our colleges individually recognizes the importance of our multicultural society and human diversity in educating our students and interacting with constituencies beyond our institution.

This recognition of the importance of multiculturalism is not limited to the colleges. The Office of Student Affairs, for example, has diversity and social justice as a key focus area with several programs and initiatives directly addressing these issues. (See here for details.) Speakers’ series, such as the Diversity Lecture Series, sponsored by the Efroymson Diversity Center and the Office of the Mayor of Indianapolis, and the Fannie Lou Hamer series, sponsored by the provost’s office, also attest to the campus-wide understanding of and commitment to Butler’s role in issues of human diversity. More specifics on programs and initiatives follow.

Subcomponent 1.C.2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

During our last reaccreditation review in 2003, Butler University established a “Plan for Institutional Improvement.” (See Chapter 10 of the 2001–2003 Self-Study.) That plan recognized Butler’s commitment to addressing the role of human diversity in a multicultural society and to reflecting attention to human diversity within its processes, activities, and mission. This commitment is apparent in the Vision Statement that reads: “[Butler] was founded on a vision of equal educational opportunity premised on an appreciation for diversity.” Two of the 10 initiatives (5 and 6) proposed by President Bobby Fong in the Plan for Institutional Improvement directly focused on issues of human diversity. Each is discussed below together with a summary of how Butler has addressed these initiatives across the last eight years.
Initiative 5. Shape the demographics of the Butler student body in order to better embody institutional commitments.

This initiative included the following relevant goals:
- “Being a national university that serves students from other regions and other countries”
- “Establishing a student body that is sufficiently diverse to meet Butler’s institutional goals”
- “Achiev[ing] the cultural [and gender] balance ideal to meet the University’s mission”

To help implement the necessary changes, President Bobby Fong created and charged the Ethnic and Racial Diversity Operational Team with addressing a number of issues related to recruiting and retaining diverse students, staff, and faculty. This team’s charge was to:

1. Develop an approach which establishes diversity as a priority within the University culture.
2. Assess the campus readiness and commitment to ethnic and racial diversity both at the domestic and international level.
3. Review existing diversity recruitment and retention programs and services, and suggest strategies for improvements (including admission, multicultural and academic advising, financial aid, position search strategies, and professional development opportunities).
4. Recommend new diversity strategies, programs, and services.
5. Develop and suggest evaluation plans for diversity strategies.
6. Establish reasonable timelines and suggest resources needed.
7. Recognize, reward, and celebrate diversity successes.

Recommendations generated by the Ethnic and Racial Diversity Operational Team were delegated to the relevant offices and to the domain of three Commission on Race and Ethnic Diversity working groups devoted to student, faculty, and staff issues respectively as a way of developing strategies for implementing recommendations. These working groups were composed of faculty, staff, and student representatives. Recommendations of the Ethnic and Racial Diversity Operational Team were integrated into the priorities of the Dare to Lead strategic plan adopted by the Butler University Board of Trustees in 2004. Many recommendations regarding diversity were also woven into the subsequent strategic plan, Dare to Make a Difference (2009–2014).

A large number of offices, departments, and divisions are involved in operationalizing these recommendations (and later ones) and in addressing our role in a multicultural society. Some particular recent efforts deserve mention.

Offices of Admission and Financial Aid
The Office of Admission employs several measures to incorporate diversity into all admission programs and events in an attempt to recruit a more diverse student body. In addition, the Office of Admission focuses specialized communication efforts, scholarships, and recruitment efforts on diversifying our incoming class of students.

Communication Efforts
All prospective students and applicants, regardless of self-identification as multicultural, receive a monthly electronic mailing on the topic of diversity. Matriculating students who self-identify as being multicultural (those identifying themselves as African-American, Hispanic or Latino, Asian, American Indian or Alaska Native, and Native Hawaiian or
other Pacific Islander) also receive a targeted mailing encouraging their participation in the Dawg Days Diversity Orientation Program, an optional pre-matriculation program sponsored by the Office of Diversity Programs, that connects new students from diverse backgrounds with current multicultural students, faculty, and staff.

Beginning each fall, phone calls are made to multicultural prospective students that encourage them to take (or retake) the SAT and ACT, remind them of application deadlines, and inform them of missing information from their applications. Phone calls also congratulate Morton-Finney scholarship recipients. (See details below.) An email campaign is directed towards admitted students of specific majors with information about their chosen academic area of study. The Office of Admission also conducts a yield activity that focuses on pairing admitted multicultural students who have made a deposit with current multicultural students by sending a personal email from a multicultural student to those future students. Once students come to campus, they receive a monthly “Multicultural Perspective” e-newsletter. The Office of Admission has recently begun a Multicultural Recruitment Blog as part of a group of blogs by current students.

Scholarships
The Dr. John Morton-Finney Scholarships provide scholarships for African-American student leaders in the Indianapolis metropolitan area who have demonstrated commitment and actions to promote diversity through high school and community activities. The recipients also participate in the Morton-Finney Leadership Program during their time at Butler.

- In 2010, 54 students were offered a Morton-Finney Leadership Award; 23 accepted the offer and chose to attend Butler (43 percent).
- In 2011, 60 students were offered a Morton-Finney Leadership Award; 27 accepted the offer and chose to attend Butler (45 percent).
- In 2012, 95 students were offered a Morton-Finney Leadership Award; 15 accepted the offer and chose to attend Butler (16 percent).

As noted above, Butler has attempted to increase the number of students supported by the Morton-Finney scholarship program by offering scholarships to a larger number of prospective students each year across the last three years. Unfortunately, the yield from these offers in 2012 did not show a corresponding increase. The Office of Financial Aid is discussing recent changes in recruiting events and interview procedures in an effort to increase the number of students who accept Morton-Finney Leadership Awards and matriculate to the University.

Every year, one student is offered a full-tuition scholarship through the Center for Leadership Development Program. National Achievement and National Hispanic Scholars receive the same benefits as National Merit Scholars.

In 2008–2009, Butler University instituted an Indianapolis Public Schools (IPS) Tuition Guarantee Program. IPS is the largest, most diverse public school system in the state. Under this program, Butler will provide up to 10 full-tuition guarantees annually (combinations of state gift aid, federal gift aid, and Butler grants and scholarships), renewable for up to three years, for graduates from IPS high
Scholarships for Science, Technology, Engineering, and Mathematics
Butler was awarded a “Scholarships for Science, Technology, Engineering, and Mathematics (STEM)” grant from the National Science Foundation for 2009–2014 for approximately $560,000. This grant awards $500,000 in scholarships to economically disadvantaged students studying STEM disciplines; 20 students can receive full-tuition scholarships through this program. Butler has chosen to target students from the Indianapolis area for these scholarships. As the scientific problems facing our society are becoming increasingly complex, a diversity of perspectives is required to answer these challenging issues. With this in mind, the students who are chosen for this scholarship are those who would most benefit from this program. Dr. Anne Wilson, professor of chemistry, along with a committee of faculty advisors from the sciences, supervises this program. At the time of this writing, we have 15 scholarship awardees on campus. Due to the requirements from the National Science Foundation, all of the students are economically disadvantaged. Ten of the 15 students improve the ethnic diversity of campus; eight of the 15 increase the representation of women in the sciences on campus.

Latino and Hispanic Recruitment
The Office of Admission participates in multicultural-focused college fairs such as the Indiana Latino Institute college fair, National Hispanic College Expo, and others. The University has reinstated its membership with the National Hispanic Institute National College Register. Finally, there is a special multicultural student assistant to help with Latino and Hispanic recruitment efforts as well.

Partnerships
The Office of Admission partners with the Center for Leadership Development, a local organization which fosters the development of minority youth, to recruit Indianapolis area minority students to Butler University. Butler admission staff members serve on the planning committee for the Citywide College Prep Conference.

Butler University also partners with the state-sponsored 21st Century Scholars of Central Indiana to provide college readiness programming for 11th grade students and their parents. Each year, Butler hosts the 11th grade 21st Century Scholar Application Workshop, providing information about the college application process to over 200 students and parents.

Early College Program
The Early College Program is a partnership between Butler University and the Indianapolis Public Schools System allowing students of Shortridge Magnet High School for Law and Public Policy to earn college credits through Butler. Students are selected according to academic readiness and enroll in a one-credit course called “Strategies for Success” before coming to campus to take one three-credit course per semester at the 100- to 200-level. When the program began in fall 2011, 11 Shortridge juniors were offered admission to the Early College Program. The spring 2012 cohort included 10 students, all of whom were high school juniors. In its second year, the program has grown to include nine high school juniors and nine high school senior students, bringing the current total of Early College Program participants to 18 students. The students enrolled in this program all hail from a high school that includes 86 percent African-American, Hispanic, and multicultural students; 82 percent of the
Shortridge student body receives free and reduced lunch. As a result, over half of the students in the Early College Program belong to historically underrepresented racial groups, and the vast majority are socioeconomically disadvantaged first-generation college students.

As a result of these implemented admission and financial aid policies, procedures, and programs, the following data demonstrates some, albeit modest, improvement in diversity among the Butler student body from 2003 to 2011. Many of the new policies and procedures have been implemented in the last few years so perhaps the full impact of these efforts is yet to be realized.

<table>
<thead>
<tr>
<th>Year</th>
<th>Majority</th>
<th>Minority</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>90.2%</td>
<td>7.6%</td>
<td>2.2%</td>
</tr>
<tr>
<td>2012</td>
<td>87.0%</td>
<td>11.5%</td>
<td>1.5%</td>
</tr>
</tbody>
</table>

Source: Office of Institutional Research and Assessment

Efroymson Diversity Center
The relatively new Efroymson Diversity Center houses the Office of Diversity Programs, the Celebration of Diversity Lecture Series (all lectures free and open to the public), the Morton-Finney Leadership Program, the office of International Student Services, and a host of multicultural student organizations, including black Greek organizations, the Black Student Union (which sponsors F.A.S.T., a study skills and tutoring program), the Butler Alliance (for GLBT students), the Voices of Deliverance Gospel Choir, and the International Club. In addition, the EDC sponsors leadership development programs aimed at multicultural students.

Disability Services
The Office of Student Disability Services, which is described more fully in the discussion in support of Criterion Three, offers a wide range of programs to ensure the success of students who have disabilities of any type including mobility concerns, visual or hearing impairments, and documented learning disabilities.

Center for Faith and Vocation (CFV)
One of the CFV’s goals is to help all members of the Butler community reflect on issues of religion in a spirit of hospitality, inclusion, and respect. More fully described in discussion in support of Criterion Two, the CFV has, since its inception in 2003, fostered an ecumenical spirit on the campus and been instrumental in the revival of the Butler Hillel and the establishment of the Muslim Student Association.

Hiring Practices
Following recommendations from the Ethnic and Racial Diversity Operational Team and the Commission on Race and Ethnic Diversity, the University developed guidelines to promote diversity in hiring both faculty and staff. This document was reviewed and revised several times by the Office of Human Resources and the Provost’s Advisory Council. The latest version of these hiring practices can be found on the Butler website here.

In addition, in 2010, a set of protocols, Administrative Guidelines for Faculty Hiring, was created by the provost’s office. In addition to detailing faculty search and hiring processes, the document specifi-
cally requires the inclusion of diversity language in all faculty position announcements. This language is in addition to the usual boilerplate the University includes. All faculty searches must comply with this language; in addition, search committees are expected to meet with Human Resources to strategize ways to broaden and deepen candidate pools, and deans and the provost are expected to provide a clear check on search processes to ensure a commitment to a diverse faculty.

The Council on Racial and Ethnic Diversity also developed a staff-hiring flowchart that requires hiring units to work with Human Resources staff on recruitment practices that result in more prevalent hiring of minority staff. Under the leadership of the executive director for human resources, a protocol for staff hiring was developed and disseminated in spring 2010.

The Office of Human Resources has also provided staff training in the areas of time management, team building, diversity, performance management, supervisory skills, and interviewing skills.

The following data summarize the similarly limited change in the ethnic and gender diversity of full-time Butler faculty and staff across recent years. The full data set for faculty can be found here.

<table>
<thead>
<tr>
<th>Year</th>
<th>Diverse Faculty (includes minority and international)</th>
<th>Women Faculty</th>
<th>Minority Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>13.8%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>18.6%</td>
<td>42%</td>
<td>16.7% (2006)</td>
</tr>
<tr>
<td>2009</td>
<td>18.7%</td>
<td>46%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>16.1%</td>
<td>46%</td>
<td>14.4% (2010)</td>
</tr>
</tbody>
</table>

*data for staff represents 2006 and 2010, rather than 2003 and 2011 based on availability of relevant information

**Initiative 6.** Affirm the centrality of diversity in a Butler education.

Initiative 6 from the 2003 Plan for Institutional Improvement also addresses issues of human diversity at Butler University. This initiative is based on the premise that, at the time of the creation of the plan, Butler University had already “taken great strides in exposing students to ethnic and cultural diversity through academic and co-curricular programming.” This initiative states that “a fundamental goal of education should be to inculcate understanding and appreciation of particular manifestations of humanity, and insofar as race is an indicator of cultural traditions, to respect that dimension as a marker of community.” Although Butler felt that it had made “laudable” progress, the initiative lists several ongoing goals for strengthening Butler’s success at affirming the centrality of diversity to a Butler education. Some goals outlined in the plan include:

- Educating for diversity through attention to curriculum and pedagogy.
- Underlining the importance of cross-cultural experience.
- Increasing ethnic and cultural diversity among students, faculty, and staff.
- Creating diverse educational communities where the skill of negotiating cultural relations is practiced and esteemed.

In response to this initiative, Butler took several steps to improve its focus on issues of human diversity as outlined in the sections below.
Diversity Training
The work of the Commission on Race and Ethnic Diversity revealed the need for diversity training for faculty, staff, and students. The director of training and development in the Office of Human Resources developed diversity training protocols that focused on concepts of “micro-inequities” and “crucial conversations.” This program was piloted and revised during the period from 2005–2008, especially in light of evidence that emerged from the Gender Equity Commission’s (see below) campus climate study that indicated that micro-inequities, and a perceived lack of skills to address them, were of immediate concern to faculty and staff. In 2008, then-President Fong authorized funds to offer diversity training programming to all Butler faculty and staff. All staff hired prior to fall 2008 have been trained, with the exception of those in instructional technology. No new staff members have been trained since this time. An analysis of evaluation forms from these training sessions indicate the trainings were well-received and effective.

Pilot trainings were offered to faculty, and training was provided to all College of Education faculty during a retreat in August 2005. Unfortunately, due to shifting priorities at the institution and resistance from academic leadership, training sessions for faculty were not fully implemented and still have not been. A version of the diversity training program also was offered to incoming students during the academic component of orientation week activities. This commenced in 2005 and continued until 2010.

Butler also offers Safe Space training to faculty, staff, and students. The optional training is offered by a staff psychologist affiliated with Counseling and Consultation Services in the Health and Recreation Complex. The Safe Space Program’s mission is to create a more welcoming environment for all students, regardless of sexual orientation. Approximately 10-20 individuals take advantage of this training each semester.

Gender Equity Commission
Another recent initiative on campus is focused directly on issues of gender equity. The Gender Equity Commission was formed following a series of conversations starting in March 2002 between faculty and staff and Butler University’s President Bobby Fong. In March 2004, Fong invited national consultants Dr. Nancy Barcelo, Dr. Gladys Brown, and Dr. Caryn McTighe-Musil to campus to examine issues related to climate and gender. In November 2004, following the recommendation of the consultants, the Gender Equity Commission was formally created with faculty, staff, and student representation with five broad goals:

1. Identify gender-related issues on campus and recommend solutions to achieve equity for faculty, staff, and students in the areas of compensation, advancement, leadership, and work environment.
2. Construct mechanisms for assessing, evaluating, and improving the overall campus climate so that all women students, staff, and faculty can feel affirmed and valued.
3. Address and recommend solutions to all the issues identified by the consultants through use of subcommittees by December 2006.
4. Work with campus constituencies to develop policies and procedures that will ensure equitable recruitment, hiring, training, promotion, retention, and evaluation of a diverse faculty and staff.
5. Communicate the activities of the Gender Equity Commission on a regular basis to the Butler community.
The Gender Equity Commission conducted a campus-wide climate survey and investigated “gender differences in the areas of policy, procedure, campus climate, and career development and progression.” Town hall meetings have been held since 2007 to disseminate the results of the Commission’s work to update the progress on remaining issues. The most recent campus meeting was fall 2011. (See the Gender Equity Commission Report and Gender Equity Commission Update–Fall 2010.)

Chief Diversity Officer
One of the recommendations of the Gender Equity Commission in its final report was the appointment by fall 2008 of a Director of Diversity who reports directly to the Butler president. In fall 2008, a new executive director of human resources and chief diversity officer started his tenure; he left the University in summer 2012. The search for an Executive Director of Human Resources, who also will serve as the Title IX compliance officer, recently concluded with the hiring of La Veda Howell.

Addressing Diversity in Academic Affairs
The centrality of Butler’s focus on the importance of human diversity is reflected in three of the 12 University-wide student learning outcomes (SLOs) linked to issues of diversity. (The full set of University-wide SLOs is printed in The Bulletin on page 1.) In addition, the three learning outcomes represent one “know” outcome, one “do” outcome and one “value” outcome. Thus, our students are all expected to know, do, and value diversity. These three particular learning outcomes state that, through their education at Butler, our students will:

- Explore a variety of cultures. (Know)
- Demonstrate collaborative behavior with others. (Do)
- Appreciate diverse cultures, ethnicities, religions, and sexual orientations. (Value)

All academic programs at Butler (majors, minors, interdisciplinary programs) must provide evidence that they are meeting these objectives as their students complete their studies. (See more information about the link between these University student learning outcomes and programmatic ones in the discussions of Criterion Three and Criterion Four).

In addition to these University-wide student learning outcomes, there are several specific aspects of Butler’s curriculum that target and ensure that our students are exposed to issues of human diversity.

Core Curriculum
Butler University’s Core Curriculum is a central expression of the University’s commitment to diversity. This emphasis is particularly found through explorations of the self, community, and the world in the First Year Seminar. It is also intrinsic to the Global and Historical Studies Program, which mandates study of history, cultures, and contemporary global/social issues on the part of all sophomores; these courses explicitly emphasize non-Western cultures. Additional courses treating diversity topics such as gender, race and ethnicity, religion, and sexual orientation are offered within the core’s areas of inquiry, particularly Texts and Ideas, The Social World, and Perspectives in the Creative Arts.

The Indianapolis Community Requirement and Service Learning
As part of the core, the University implemented the Indianapolis Community Requirement (ICR), an initiative that provides direct engagement between students and diverse populations within the Indianapolis area. Through reflection on their experiences in relationship with academic learning
goals, students in ICR-designated courses (a) make significant gains in disciplinary knowledge, (b) enhance their understanding of personal and social responsibility, (c) engage with diverse individuals and develop intercultural competencies, and (d) learn civic-mindedness through practicing skills of citizenship.

The ICR requires that all Butler students, regardless of major, “take one course in any part of the University that involves active engagement with the Indianapolis community” (see page 21 in Core Curriculum Report). As it is designed, the ICR is not a course per se but rather a pedagogical approach or process that is used to teach the content of an existing course whether the course is in the core, is in the major, or is an elective. While the service-learning pedagogy provides a model for some ICR courses, others are based on the Center for Citizenship and Community’s critical listening model or the SENCER (Science Education for New Civic Engagements and Responsibilities) paradigm. Despite this being a relatively new addition to the criteria we require our students to meet, more than 44 unique courses have been offered with the Indianapolis Community Requirement designation since the implementation of our new core. Courses have engaged students in local community organizations, including the Nur-Allah Islamic Center, the Martin Luther King Community Center, and the Immigrant Welcome Center.

The stated learning outcomes of the Indianapolis Community Requirement align with the University’s commitment to diversity:

1. To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
2. To use an experience in Indianapolis to further the individual student’s understanding of the nature of community and the relationship between community and him or herself.
3. To further students’ commitment to service and ongoing involvement as community actors.

More information on the specifics of core courses and the ICR can be found in the discussion in support of Criterion Three.

Academic Programs
In addition to diversity emphases in the Core Curriculum, several academic programs, leading to majors, minors, or concentrations, are founded upon a special commitment to diversity, domestic or international. Majors such as gender, women’s, and sexuality studies; international studies; international business; and peace and conflict studies provide students an interdisciplinary approach to knowledge, with particular emphases on diversity. In addition a minor is available in African studies and a medical Spanish track is offered to pharmacy students.

Within many other programs of study at Butler, students can select from courses linked specifically to diversity or opt for internships at for-profit and non-profit organizations that focus on diverse communities. For example, a student participating in Butler’s Washington Learning Program in spring 2012 interned with the Congressional Black Caucus, another in the program was an intern at Emily’s List (a non-profit which works to get women elected to public office), and two pharmacy students completed rotations at the So Others Might Eat clinic, which serves the homeless in the D.C. area. Students sponsored by the CFV have interned at the Indianapolis Neighborhood Christian Legal Clinic, which has begun to serve a growing Latino community in the city.
Within Academic Affairs, the Center for Global Education administers the University’s study-abroad programs and supports international and area studies. Butler University offers over 110 study-abroad programs in more than 40 countries to meet the diverse needs of the student population. Students may choose to study for a semester, academic year, or summer term. The Center for Global Education provides study-abroad advising and organizes pre-departure and re-entry sessions to help guide students through the study-abroad process.

Participation in a study-abroad program encourages the exchange of knowledge and understanding and promotes enlightened and responsible citizenship and leadership. We strongly encourage students to study in an international setting as a part of their academic experience at Butler. Over one-third of our students take advantage of a study-abroad experience (receiving academic credit for courses taken abroad) by the time they graduate from Butler. Many additional students participate in research or performance experiences or service opportunities in other nations and countries without receiving academic credit.

Beyond assisting students with planning their study-abroad experience, the Center for Global Education also:

- Assists Butler faculty in preparing short-term courses abroad.
- Facilitates the admission, immigration, and academic advising for international students coming to Butler on exchange from one of our partner institutions.
- Creates linkages with universities overseas.
- Plans, promotes, and sustains faculty-led semester programs as well as faculty-led summer programs.
- Promotes internationalization in Butler’s curriculum.
- Helps Butler faculty apply for grants pertaining to international initiatives.

Student Organizations

There are approximately 150 recognized student organizations on campus. These organizations have gone through an application process with the Student Government Association, which states that they shall have at least four members, a constitution, a full-time Butler faculty/staff member as an advisor, and remain in good standing with the Programs for Leadership and Service Education (PuLSE) office, as well as with Butler University. It is a requirement of all recognized student organizations to have language in their constitutions that states the organization “will not discriminate on the basis of race, age, disability, gender, national origin, sexual orientation, residence, or any other legally protected category as well as attempt to be accessible to all regardless of physical or mental disability.”

Of the 150 recognized student organizations, approximately one in five has a mission that centers upon various areas of diversity. Dedicated office space and support is provided to seven organizations within the Efroymson Diversity Center. Three more have office space elsewhere in Atherton Union, and a diverse set of spiritual or religious organizations are provided space and support through the Center for Faith and Vocation. The following is a list of current student organizations that focus on issues of diversity.

<table>
<thead>
<tr>
<th>Alliance</th>
<th>Best Buddies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amnesty International</td>
<td>Black Student Union</td>
</tr>
<tr>
<td>Asian Students Intercultural Alliance</td>
<td>Bulldogs Being Bigs</td>
</tr>
</tbody>
</table>
Butler Catholic Community
Butler University Building Community
Campus Crusade for Christ
Chinese Language and Culture Club
College Mentors for Kids
Council for Exceptional Children
Demia
German Klub
Grace Unlimited
Help Heal Haiti

Hillel
International Club
Juntos
Latinos Unidos
Muslim Student Association
Orthodox Christian Fellowship
Sangam
Timmy Global Health
Voices of Deliverance
Young Life

Student Government
The Student Government Association also has a branch dedicated to diversity programming. R.E.A.C.H. (Respecting, Embracing, Achieving Community Harmony) is led by the vice president of diversity programming together with a board of seven students who commit to programming in the areas of race, gender, sexual orientation, and spirituality. Funding comes from the student activity fee each Butler student pays each semester. R.E.A.C.H. also provides grants for recognized student organizations to help support diversity programming initiatives.

Residence Life
Residence Life’s programming centers around the Student Affairs Wellness Model. One of the seven tenets of the Wellness Model is cultural wellness. During the 2010–2011 academic year, Residence Life provided 75 programs to its residents that included a cultural aspect.

Resident assistants and other residence life staff complete Safe Space training each August and additional training each fall that addresses how staff members can address student needs with regard to diversity issues.

Residential College, one of our housing units, offers an opportunity for international students and American students to become roommates. American students have a chance to request an international roommate. Currently, Residential College is home to 11 international students. Of those, five are living with American students, and the remaining six are living with other international students.

Butler University participated in a national Student Voice survey in spring 2011, and 597 randomly selected students participated (343 of whom resided on campus at the time). The assessment, developed by the National Association of Student Personnel Administration (NASPA), was distributed to 57 colleges and universities and 23,975 students across the country. Butler’s benchmark focused on 8,035 students from private colleges and universities, including Belmont University, DePauw University, Colorado College, Southern Methodist University, Gonzaga University, and the University of Puget Sound. Here is what was reported on diversity:
The diversity issues Butler students learned most about from living in the halls were life experiences, race/ethnicity/culture, and geography, even though less than 12 percent of our students are of color or from another country. The fact that only 21 percent of residents listed gender as an issue they learned about may have to do with our first-year residence halls being predominately separated by sex. More assessment results concerning diversity issues can be found in the discussion in support of Criterion Four.

Celebration of Diversity Distinguished Lecture Series

The Celebration of Diversity Distinguished Lecture Series, founded in 1987, was developed to provide Butler and the greater Indianapolis community with opportunities to encounter outstanding dignitaries and scholars through short-term campus visits. Serving Butler and the greater Indianapolis community, the Celebration of Diversity Distinguished Lecture Series has become one of the largest multicultural collegiate observances in the Midwest, hosting over 50,000 people in the last decade. The population served includes Butler students, faculty, staff, and alumni; area high school and college students; Indianapolis community leaders and residents; and student and faculty groups from other Indiana colleges and universities. All events are free and open to the community.

In 2002, the Celebration of Diversity Distinguished Lecture Series became a collaborative diversity initiative between Butler University and the Office of the Mayor, City of Indianapolis. The lecture series receives generous support from the Eli Lilly and Company Foundation, Anthem Blue Cross/Blue Shield, Citizens Energy, Indianapolis Power & Light Company, Old National Bank, Kroger, Radio One, and The Columbia Club. Previous corporate partners have included Vectren Corporation, Allison Transmission, Duke Inc., and Comcast. The mission and purpose of this initiative is to support the mayor’s commitment to race relations and diversity within the Indianapolis community and to combine efforts to develop a sense of awareness and understanding of differences and similarities among people of different races through increased dialogue and cultural interaction.

The Diversity Lecture Series has hosted such luminaries as General Colin L. Powell, USA (Ret.), Spike Lee, Julian Bond, Morris Dees, U.S. Surgeon General Dr. Joycelyn Elders, Myrlie Evers-Williams, Coretta Scott King, Edward James Olmos, Harry Belafonte, Russell Simmons, Soledad O’Brien, Marion Wright Edelman, Dr. Madeleine Albright, Former President George H.W. Bush, and Former President Bill Clinton.
Butler Seminar on Religion and World Civilization
This four-part annual seminar series brings scholars, religious leaders, and other experts from across the nation and around the world to Butler for discussions about the global religious landscape and how religious diversity at home and abroad affects major issues of our time. The seminar meets throughout the academic year for evening presentations and question-and-answer sessions. The events are free and open to the public, but tickets are required. The seminar is presented by the Butler University Center for Faith and Vocation. This year, the focus is on “Religion and Hope: Global Challenges for Healing and Hope.” Previous years have focused on: Religion, Peacemaking, and Conflict; Darwin, Religion, and Society; and Religion and the Corporation.

Vivian S. Delbrook Visiting Writers Series
The Vivian S. Delbrook Visiting Writers Series at Butler University regularly hosts public readings and question-and-answer sessions with some of the most influential and diverse writers in contemporary literature. Authors such as Toni Morrison, Billy Collins, Kurt Vonnegut Jr., Gwendolyn Books, Nick Hornby, David Sedaris, Allen Ginsberg, and Amy Tan have not only shared their work with the Indianapolis community, but have also interacted directly with undergraduate students in Butler’s English classes. Students can also choose to take a 300-level English course that features the work of authors in the Visiting Writers Series. Students in this course are invited to join English faculty in a private dinner given for each writer when he or she visits the campus; students also introduce the writers at the public readings. The program offers an average of 16 events each year, all of which are free and open to Butler students as well as to the Indianapolis community, making the Butler University Visiting Writers Series the largest and most comprehensive series of its kind.

Gender and Women’s Studies Speakers Series
The Gender and Women’s Studies Speakers Series, implemented in 2011, presents experts from colleges and universities across the nation to speak on various topics related to gender, women’s, and sexuality studies, and issues of race and class. The series was developed to support the new gender, women’s, and sexuality studies interdisciplinary major. All events are free and open to the public.

Fannie Lou Hamer Ready for Change Dialogue Series
This speaker series, developed in 2010, is named after Fannie Lou Hamer, a field secretary of the Student Nonviolent Coordinating Committee and a founding member of the Mississippi Freedom Democratic Party. Fannie Lou Hamer grants provide partial funding to faculty or staff, or groups led by faculty or staff from anywhere on Butler’s campus, to bring speakers or workshop providers to campus to address issues of diversity. Programs can include (but are not limited to) public presentations to students, faculty, and the surrounding community; brown-bag discussions; workshops; and extended academics-in-residence programming. The maximum grant is $1,000. Since 2009–2010, the Fannie Lou Hamer Ready for Change Dialogue Series has been presented and administered through the Office of the Associate Provost for Faculty Affairs.

Evaluation of Butler University’s Success in Addressing Diversity
Results from various surveys can be helpful in evaluating the success of our efforts to address diversity issues.
National Survey of Student Engagement
The National Survey of Student Engagement (NSSE) is an assessment given to Butler undergraduate students near the end of their freshman and senior years. The survey asks questions of students on a variety of topics including the amount of time and effort students put into their studies and other educationally purposeful activities. Butler students (both first-years and seniors) have participated in this study for over 10 years. Four NSSE survey questions address issues of human diversity on campus. These four questions along with the Butler mean and the mean for all participants in the National Survey of Student Engagement for 2010 and 2004 are summarized below. (Full data at NSSE 2004 and NSSE 2011.)

**Item 1.e.** How frequently have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?

<table>
<thead>
<tr>
<th>Item</th>
<th>2004 Mean</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butler Freshmen</td>
<td>2.70</td>
<td>2.94</td>
</tr>
<tr>
<td>All NSSE Freshmen</td>
<td>2.73</td>
<td>2.78</td>
</tr>
<tr>
<td>Butler Seniors</td>
<td>2.64</td>
<td>2.66</td>
</tr>
<tr>
<td>All NSSE Seniors</td>
<td>2.81</td>
<td>2.83</td>
</tr>
</tbody>
</table>

\(1=\text{Never}, \ 2=\text{Sometimes}, \ldots, \ 4=\text{Very Often}\)

**Item 1.u.** How frequently have you had serious conversations with students of a different race or ethnicity than your own?

<table>
<thead>
<tr>
<th>Item</th>
<th>2004 Mean</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butler Freshmen</td>
<td>2.49</td>
<td>2.66</td>
</tr>
<tr>
<td>All NSSE Freshmen</td>
<td>2.56</td>
<td>2.61</td>
</tr>
<tr>
<td>Butler Seniors</td>
<td>2.68</td>
<td>2.56</td>
</tr>
<tr>
<td>All NSSE Seniors</td>
<td>2.62</td>
<td>2.69</td>
</tr>
</tbody>
</table>

\(1=\text{Never}, \ 2=\text{Sometimes}, \ldots, \ 4=\text{Very Often}\)

**Item 10.c.** To what extent does your institution encourage contact among students from different economic, social, and racial or ethnic backgrounds?

<table>
<thead>
<tr>
<th>Item</th>
<th>2004 Mean</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butler Freshmen</td>
<td>2.51</td>
<td>2.75</td>
</tr>
<tr>
<td>All NSSE Freshmen</td>
<td>2.60</td>
<td>2.74</td>
</tr>
<tr>
<td>Butler Seniors</td>
<td>2.28</td>
<td>2.55</td>
</tr>
<tr>
<td>All NSSE Seniors</td>
<td>2.41</td>
<td>2.56</td>
</tr>
</tbody>
</table>

\(1=\text{Very Little}, \ldots, \ 4=\text{Very Much}\)
**Item 11.l.** To what extent does your institution emphasize understanding people of other racial and ethnic backgrounds?

<table>
<thead>
<tr>
<th></th>
<th>2004 Mean</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Butler Freshmen</td>
<td>2.33</td>
<td>2.61</td>
</tr>
<tr>
<td>All NSSE Freshmen</td>
<td>2.53</td>
<td>2.69</td>
</tr>
<tr>
<td>Butler Seniors</td>
<td>2.35</td>
<td>2.44</td>
</tr>
<tr>
<td>All NSSE Seniors</td>
<td>2.58</td>
<td>2.67</td>
</tr>
</tbody>
</table>

(*I=Very Little, . . . , 4=Very Much*)

While Butler has demonstrated gradual improvement in the diversity variables in comparison with the 2004 National Survey of Student Engagement mean comparison, we still remain below the national mean for 2011 in several categories.

**Alumni Survey**

Butler regularly surveys alumni on a range of issues, including their perceptions about Butler and Butler’s impact on their lives. The most recent survey covered the graduating class of 2010. Among the five lowest-scoring items were “Personal Growth: Getting along with people from various cultures, races, and backgrounds.” This item received a 3.66—indicating satisfaction that ranged between “neutral” and “a moderate amount.” The question on “Understanding international issues” received an even lower mean score of 3.49. Further, when gap scores are calculated—subtracting “Importance to you” scores from “Butler’s contribution” scores, these same items indicated a moderate-sized gap between how important this issue was for students and the students’ perception of how well the University addressed this issue.

**Strategic Plan Dare to Make a Difference (2009–2014)**

Recognizing the minimal progress we have made since 2003, the current strategic plan, *Dare to Make a Difference*, maintains a focus on issues of human diversity and preparation for ongoing improvement in Butler’s attention to diversity. The preface of the plan introduces nine basic assumptions that set the stage for the goals outlined. Of these nine basic assumptions, the first three all have a direct connection to issues of human diversity. These three assumptions state (underlining added for emphasis):

1. Students benefit most from an integrated liberal arts and professional education that draws together academic and co-curricular learning and that engages students in experiential learning on campus, in the local community, and around the nation and world.

2. A qualified, diverse, and well-compensated faculty and staff are essential to delivering the highest quality education and maintaining a competitive institution.

3. Universities must develop mutually beneficial relationships with their surrounding communities.

After introducing the assumptions and goals of the strategic plan, nine priorities are established. Of these, four relate to Butler’s mission of addressing human diversity in its activities and processes as described below.
Priority Three. Pursue creative collaborations to engage students in learning experiences with local impact and national reach.

This priority includes several sub-goals: pursuing nationally significant initiatives by engaging Butler students, faculty, and staff in meaningful experiential learning and research activities; positioning Butler as a service-oriented, intellectual, cultural, social, civic, and recreational resource of choice for Indianapolis; and developing experiential learning opportunities in other U.S. locations.

Priority Four. Build on Butler’s reputation in international education by forging additional opportunities and partnerships.

The sub-goals associated with Priority Four include: bolstering existing global education efforts by establishing the Center for Global Education as the intellectual and physical home for academic global initiatives, fostering creative collaborations that result in a more integrated and dynamic mix of global studies offerings; and increasing the percentage of students studying abroad.

Priority Five. With our mission and commitments firmly in mind, calibrate Butler’s optimal student body size and shape, given coming demographic shifts and the dynamic external financial environment.

To meet this goal, the plan states Butler’s intent to continue to increase the percentage of American minority students in the full-time undergraduate student body.

Priority Six. Make Butler an employer of choice for a highly qualified, diverse mix of faculty and staff.

One of the sub-goals associated with this initiative includes ensuring that Butler’s working environment reflects and supports cultural diversity.

The discussion above sheds some light on how well Butler has done with respect to these priorities. All of these priorities are, of course, ongoing. The Center for Global Education is up and running, the percentage of Butler full-time undergraduate students studying abroad in a given year increased from 28 percent in 2002–2003 to 38 percent in 2010–2011, and the percentage of international students on campus rose modestly from 1.9 percent to 2.2 percent. Over the same time period the percentage of non-international minority students has increased from 7.3 percent to 9.5 percent. An encouraging trend is that the percentage of full-time undergraduate minority first-year students rose from 7.1 percent in fall 2002 to 11.3 percent in fall 2010. While diversity among the faculty has increased, diversity among the staff has not increased; in fact, as shown earlier, the percentage of minority staff shows a slight decrease from 2006–2010.
CORE COMPONENT 1.D.  
The institution's mission demonstrates commitment to the public good.

Butler University’s incorporating charter asserts that one of the purposes of the institution is to establish an institution of higher learning “for the formation [promotion] of the sciences and arts.” An understanding of its obligations to the public permeates the history of Butler. For example, Hinkle Fieldhouse, built in 1928, was used for decades by the Indiana High School Athletic Association for basketball state finals. It is currently used as a voting site for local and national elections as well as a graduation venue for high schools around the area. As another example, Clowes Memorial Hall was completed in 1963 as a multipurpose performance hall to serve Indianapolis and the community. For years, Clowes was the home of the Indianapolis Symphony Orchestra, and it currently is home to a number of resident companies. A quick examination of previous Bulletins shows that as early as 1979, Butler articulated publicly its duty to contribute to the public good. One of the listed Goals of Butler University was:

“The University will recognize that it has a special responsibility to the metropolitan area of which it is a part.”

Butler’s ongoing promise to contribute to the public good is currently expressed in Institutional Commitment 6 stating our goal to provide “intellectual, cultural, athletic, and artistic opportunities and leadership in Indianapolis and the surrounding areas.”

Current data collected from Butler’s colleges, academic departments, and administrative divisions demonstrates the numerous significant partnerships and outreach efforts they have with the Indianapolis community and other external constituencies. A number of the partnerships are described in the following.

Subcomponent 1.D.1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

The University and all of its units understand their role in the education of the broader community beyond Butler students. Each college has an array of experiential classes that place students with members of the community in roles where they are educating citizens in a variety of areas, such as prescription drug counseling and health screenings for surrounding community members, tax preparation services for low-income community members, or translation services for Spanish-speaking citizens.

The College of Business, College of Communication, and the College of Liberal Arts and Sciences also have classes in which students are consultants to community agencies, organizations, and businesses and assist them with projects such as a marketing campaign, strategic planning, or an operational plan. Jordan College of the Arts runs a Community Arts Program in which Butler students teach music, dance, and theatre classes for community children. The College of Education is engaged in a partnership with the Indianapolis Public Schools. Students and faculty collaborate in programming and courses at Shortridge Magnet High School and the Lab School. These are but a few excellent examples of how Butler works with community agencies to educate and improve the community.

Academic Affairs Partnerships
Each of the colleges has a College Advisory Board and/or Board of Visitors composed of people from community organizations and other stakeholders who have an interest in the functions of the college
and the knowledge and skills being obtained by our student graduates. Such boards also provide a real-world check on the academic workings of each college, offering important perspectives on the colleges’ relationship with the world. Typically alumni in professions related to the academic major, leaders of community organizations, and professionals in the field are members of these boards. Often the company or organization represented is also associated with the department or college through other academic collaborations, such as an internship or service learning site.

In addition, the Indianapolis Community Requirement (ICR), part of the Core Curriculum, requires that all students will have at least one significant, academically focused experience in which they engage with the community. This requirement is grounded in the belief that Butler University is part of the neighborhood and city that surrounds it, and that important and deep learning occurs when our students interact with and learn from people in the community.

**College of Business**

- One of the COB’s primary partnerships is with the Lilly Endowment. The college currently has a Lilly grant that is designed to improve the educational program and provide experiential programs for business students. With this grant, COB instituted the Butler Business Accelerator, which not only provides significant experiences for Butler students, but also provides consulting services to middle-market companies in Indiana. In 2012, COB received an extension of the Lilly grant to further strengthen academic programs and teaching while developing more hands-on experiential opportunities. More details about the program can be found [here](#).

- As part of COB’s *Real Life, Real Business* curriculum, COB undergraduates must complete two internships prior to graduation, and many of them intern at a local establishment. A number of local non-profit organizations have Butler interns on a regular basis and even depend upon these interns to assist them in meeting their organizational goals. COB promotes these opportunities to students who may otherwise look for an internship in a for-profit business.

- A number of COB service-learning classes place students out in the community to provide education or services for a particular community constituency. For example, in one service-learning tax class, students help elderly and low-income individuals complete their tax forms. In a similar vein, the “Strategic Consulting” and the “Capstone Experience” classes require students to consult with local agencies or companies to improve their marketing, strategic, or operational plans. Various community organizations served in the past include the City Market, Roche Diagnostics, Thomson Consumer Electronics, Finish Line, Rolls Royce, Second Helpings, and OrthoIndy.

- The Butler Business Accelerator is committed to providing students with opportunities not only to learn about business but to experience it first-hand. Undergraduate and MBA students are intimately involved in the consultation services. The Accelerator offers fee-based consulting services determined by the individual company’s need, length of engagement, team size, and scope of work. The focus is on small-to-medium-sized Indiana companies.

- Butler Corporate and Executive Education (BCEE) is the organizational learning and professional development arm of the College of Business. Using innovative and flexible learning methods, BCEE delivers programs, processes, and services that help business organizations and the managerial leaders within them achieve their goals. This is achieved by extended partnerships with busi-
nesses in consortium programs, customized educational programs to meet the specific needs of the business, coaching services with leadership within the business, and consulting services with the leadership.

College of Communication
- The Speakers Lab has worked with St. Vincent New Hope to provide support and training to people who have sustained brain damage. Butler students met with clients of New Hope a few times per year to help the clients learn different strategies to market themselves to potential employers. The Butler students gained experience talking with people who may not be able to express themselves well. The Speakers Lab also works with girls 11-17 years old associated with Girls Inc. to provide training for speech presentations and to help develop confidence.

- The Communication Sciences and Disorders program partners with various local elementary schools as well as the Indiana School for the Deaf, Riley Hospital for Children, and Speech Pathology Services to conduct hearing screenings and speech lessons throughout the year. The Speech-Language Clinic also offers treatment services and diagnostic evaluations for clients who are experiencing communication difficulties.

- The Journalism program has developed collaborations with various offices in local and state government to be regular news sources for students. These stakeholders allow students to be linked to their offices and learn how to develop and maintain a news source. Butler obtains feedback from these stakeholders to improve classes for journalism students to be better prepared for their career fields. The ongoing stakeholders include the Indianapolis Mayor's Office, City-County Council, various Indianapolis city departments, Indianapolis Public Safety Director (police and fire departments), Capital Improvement Board, Indianapolis Convention and Visitors Bureau, Indianapolis Downtown Inc., Marion County clerk/courts/prosecutor/assessor's offices, Indianapolis Public Education, public information offices within state government, Carmel City Government/City Schools/Center for the Performing Arts, Meridian-Kessler Association, Broad Ripple Village, Butler Tarkington Neighborhood Association, and Rocky Ripple Neighborhood Association.

- The Creative Media and Entertainment program has a partnership with WebStream Productions. The department works with WebStream to produce Indianapolis Indians baseball and Butler women’s sports. The Recording Industry Studies program has a partnership with Airborne Studios.

College of Education
- The Shortridge Magnet High School for Law and Public Policy was created through a partnership between Butler University and Indianapolis Public Schools, with support from several community allies. The school opened in 2009 for grades 6–9, and a new grade was added every year thereafter until the school reached grades 6–12 (2012). Shortridge students have opportunities to come to Butler for academic, arts, and cultural experiences. These have included math and science field trips through the College of Liberal Arts and Sciences and Clowes Memorial Hall presentations by song writer John Legend, BET host Jeff Johnson, and others. In both summers 2010 and 2011, close to 100 Shortridge students took part in separate camps for marching band and leadership training hosted at Butler. Students of the Jordan College of the Arts and College
of Education help operate these camps. In addition, selected juniors and seniors can participate in the Early College Program to enroll in Butler University classes. COE graduate students in the school counseling program facilitate after-school discussion groups at Shortridge covering a variety of hot-button topics for high school students. Butler faculty have collaborated on curriculum mapping, multicultural awareness workshops, training in project-based learning, and Project Alianza, a federally funded professional development program for content teachers working with immigrant and non-native English speaking students. An advisory board of faculty and staff from Shortridge and Butler coordinates the Shortridge Project. More activities of the Butler/Shortridge partnership can be found here.

- Another COE significant partnership is the Reggio Collaborative, which is composed of St. Mary’s Child Center and Warren Early Childhood Center of MSD Warren Township, the Early Learning Centers of MSD Lawrence Township, and COE. Butler faculty members, led by Dean Ena Shelley, have been instrumental in teaching teachers to adopt the Reggio-Emilia techniques for early childhood education. Shelley has been working with Lawrence Township to implement the Reggio method of early childhood education since 1998. In 2011 Butler and IPS collaborated to implement the Reggio-Emilia method at the Indianapolis Public School/Butler University Laboratory School, a new elementary magnet school at IPS 60. Butler is involved in the selection of Butler-trained teachers and administrators to implement the program gradually through grades K–5 at the school. Butler faculty members also work with the teachers to educate parents on the Reggio-Emilia method of learning. Grants of $150,000 from PNG Financial and the Roberts Family Foundation support preschool programs at the Lab School, coordinated by St. Mary’s Child Center.

- Project Alianza is a U.S. Department of Education four-year grant to affect the instructional practices and cultures of schools, thereby improving educational outcomes for secondary English language learners (ELLs) in our partnership school districts in Marion County. Currently more than 250 teachers from our partnership districts (Indianapolis Public Schools, MSD Pike Township, MSD Lawrence Township, and MSD Washington Township) have completed the full year of commitment to Project Alianza. In addition to the year-long Alianza experience, more than 150 Indiana teachers have completed specialized summer workshops geared toward accelerated learning of ELLs.

- Graduate students in the Master’s in Counseling program contribute educational training in peer mediation to area schools. COE students train two area school staffs each semester to develop and operate a peer mediation program to help students learn how to mediate their conflicts.

College of Liberal Arts and Sciences
- A number of LAS departments are involved in the Butler/Shortridge Project described above. For example, the Departments of Biological Sciences, Chemistry, English, History, and Mathematics are involved with curriculum development. The English faculty and students in the M.F.A. program in creative writing are involved in expository and creative writing tutoring and are assisting the Shortridge students in establishing an electronic magazine with their writing. The Center for Urban Ecology (CUE) is working with the Shortridge community in promoting urban gardening.
• The Department of Biological Sciences is involved in a number of educational endeavors with children, such as College Mentors for Kids and the Science Olympiad. In addition, faculty members serve as mentors for Planting Science, an online program that matches botanists with middle school and high school students doing experiments with plants. The Friesner Herbarium provides a number of outreach activities to the Indianapolis community, such as maintaining public databases of Indiana plant specimens and an inventory of flora in Marion County; providing an online tree identification website for local trees; and conducting a tree identification workshop for K–12 teachers. The herbarium staff also sponsor monthly nature walks for the public on Butler’s campus.

• The Department of English coordinates the Vivian S. Delbrook Visiting Writers Series. This series brings in 10-14 published writers each year to present public readings. These presentations are free and open to the public. Students in the M.F.A. in Creative Writing program conduct workshops for undergraduate and graduate students in the Efroymson Center for Creative Writing. The Center also offers “Conversations@ECCW,” a series of informal conversations with local and visiting writers from a range of genres. These conversations are free and open to the public. In addition, the Butler Bridge Program utilizes faculty and students in the English program to build a bridge between Butler and its community by offering workshops to students in grades 3–12 that will help them prepare for college.

• The Center for Urban Ecology collaborates with a wide range of environmental and sustainable farming organizations to promote urban farming, organic farming, and environmental conservation. In addition to working with Shortridge students, CUE also sponsors environmental-related speakers for the Indianapolis community, assists other eco-organizations, such as Keep Indianapolis Beautiful, and assists in a campus sustainability program, Butler Goes Green.

• The Department of Computer Science and Software Engineering maintains an ongoing outreach program that allows students to assist community organizations in meeting their goals with the use of software engineering and computer projects. The EPICS (Engineering Projects In Community Service) program has been in existence since 2008, and participation is required for majors and minors. The consultation is focused on computer applications, network management, program design, etc. Organizations which have benefited from the service include the POLIS Center, the Lutheran Center for Family Services, the Crohn’s and Colitis Foundation of America, NuAfrica, WFYI Public Radio/TV, Crispus Attucks High School, Oaks Academy, and the Indianapolis Legal Aid Society.

• The Spanish program, within the Department of Modern Languages, Literatures, and Cultures, has a longstanding service-learning component within its courses which allows students to partner with Indianapolis Public Schools (IPS). The goal is to increase Butler students’ fluency in Spanish while fostering cultural awareness of the complex social issues surrounding Latino immigration and education. The schools participating in the program are IPS 74, IPS High School Crispus Attucks, IPS 60, IPS Northwest High School, IPS George Washington High School, and Jonathan Jennings Elementary School. Students also volunteer at the Spanish Free Health Clinic and assist IPS as interpreters on parent nights. Similar service-learning opportunities to get a better understanding of German and the German culture are also available.
• The **Holcomb Observatory** is used for teaching, research, and public outreach. Maintained by the Department of Physics and Astronomy, the observatory is open to the public during the school year. Several free tours are given each week complete with a planetarium show and telescope viewing. The observatory receives about 10,000 visitors every year. As the first and only observatory in the city of Indianapolis and home to the largest telescope in Indiana, it is an ideal way to draw various community members to campus.

• The **J. James Woods Lectures in the Sciences and Mathematics** was established by a generous gift from the estate of J. James Woods. The goal of the Woods bequest is to bring prominent mathematicians and scientists to Butler University in order to speak about theories at the frontier of their disciplines, as well as about related technologies and other issues of public concern. All Woods lectures are free and open to the public.

**College of Pharmacy and Health Sciences**
The College of Pharmacy and Health Sciences (COPHS) emphasizes introducing its students to diverse patient populations by providing opportunities to serve in different community settings. COPHS has partnered with different constituencies in the greater central Indiana area to produce outreach experiences for Doctor of Pharmacy students that meet the needs of the community.

• The BUCOP (Butler University Community Outreach Pharmacy) is a student-run free clinic which provides free medications and education to neighborhood residents within a health clinic sponsored by Indiana University’s School of Medicine. This clinic is located in a working class neighborhood near downtown Indianapolis. The Indianapolis City Council recently honored the BUCOP and its partners at the Indiana University School of Medicine for their efforts.

• COPHS was awarded a grant from the Central Indiana Council on Aging (CICOA) to address medication management in the aging population. Under this grant, Assistant Dean Bonnie Brown, along with several students, conducts medication education sessions at various senior meal sites. This grant will further COPHS’ outreach to Medicare-eligible persons and will provide students with experience in dealing with older adults of various socioeconomic backgrounds.

• In the Fit City project pharmacy students educate inner-city children about nutrition and the benefits of exercising on a regular basis. This program is mounted in conjunction with INShape Indiana, YMCA of Greater Indianapolis, and the Indiana Department of Public Health.

• Students in the Physician Assistant (PA) program provide health screenings to various parts of the Indianapolis community on a regular basis.

• COPHS is involved in the Butler/Shortridge project providing health outreach to the school and surrounding community. One of those efforts had Butler personnel assist 50-100 participants in reviewing their Medicare prescription drug plan options. COPHS faculty also collaborated to develop and implement a school-wide health plan for Shortridge, including wellness coursework.

• While on rotations, Pharm.D. and PA students are assigned to public health organizations that provide care to underserved populations, such as Kingsway Community Care Center and REACH IN Project sites. Students assist by providing additional people to meet clients’ needs while gaining exposure to the needs and issues associated with public health care. Students also assist patients with applications to pharmaceutical manufacturer medication assistance programs.
• COPHS maintains the **Community Health Resource** webpage, a one-stop tool for health care professionals and patients, providing a wealth of information. These resources include links to public health services and to government and private programs for low-income and uninsured patients, a guide to low-cost prescriptions, and a listing of health centers and clinics.

**Jordan College of the Arts**

JCA has been in formal partnership with a number of community arts organizations for a long time. In 1997, formal agreements to create a Performing Arts Collaborative were signed between Butler University and six Indianapolis arts organizations. The agreement allows various local arts organizations to use performance space on the campus (typically Clowes Memorial Hall) and to share visiting artists, enabling them to be involved in the Butler classroom as well as in performances for the community. Five of these arts organizations have their offices on the Butler campus; several utilize Butler faculty in their programs, conduct master classes for Butler students, and provide internship opportunities for arts administration students. Partners include:

- **American Pianists Association (APA)**
- **Dance Kaleidoscope (DK)**—DK often uses a Butler faculty member as a choreographer and a number of Butler students and graduates dance for the company.
- **Indianapolis Chamber Orchestra (ICO)**—A number of Butler faculty members perform in the orchestra.
- **Indianapolis Children’s Choir (ICC)**—The ICC was founded in 1986 by Professor Henry Leck, a faculty member in the Butler School of Music. He continues to lead the ICC while maintaining his professorial position in JCA. The ICC has several choirs and programs which involve hundreds of area children from age 18 months through 18 years. A number of Butler students had their first introduction to Butler via the choir.
- **Indianapolis Opera**—The opera has presented its primary events in Clowes Memorial Hall. A number of Butler faculty members perform regularly in the opera productions.
- **Indianapolis Symphonic Choir**—The choir has been in existence for 75 years and is led by Dr. Eric Stark, a Butler faculty member. The choir often does collaborative performances with JCA ensembles.

In addition to this list of Collaborative Arts partners, there are a number of other arts organizations with representation on the JCA Board of Visitors. Those organizations include the Indianapolis Museum of Art (IMA), Indiana Repertory Theatre, Indianapolis Symphony Orchestra, and WFYI, the local PBS station. The IMA actually hosts a number of Butler’s visual art classes in their facility.

JCA has created partnerships to provide art lessons and experiences to young students. Butler students are involved in service-learning classes teaching music and dance to young people through the **Christel House Academy**, a learning center in an impoverished neighborhood. JCA also sponsors the **Butler Community Arts School** (BCAS), which opened its doors to the community in September 2002. BCAS is an arts education and outreach program that provides instruction in specific performing arts disciplines to all ages and abilities. Instruction is provided by carefully selected and trained Butler students (“Teaching Fellows”). This program provides quality arts instruction at an affordable
price and also develops community involvement and civic-mindedness in Butler students. Need-based scholarships are available for most of the programs.

Many non-academic units at Butler have placed an emphasis on community outreach and education as well. As stated in its mission statement, Clowes Memorial Hall wishes to “educate, enrich, and entertain the citizens of Indiana.” Through the Office of Student Affairs, various student organizations are involved in educating young people, in programs such as College Mentors for Kids. Other units, such as the Center for Faith and Vocation, the Health and Recreation Complex, and the Center for Citizenship and Community also maintain collaborations with community entities. More detail on these partnerships is found below.

**The Center for Faith and Vocation**
The Center for Faith and Vocation is a center for vocational discernment, interfaith conversation, campus ministries, and internships in the Indianapolis community. Among the non-profit organizations with which the CFV has a relationship are:

- Benedict Inn-Our Lady of Grace Monastery
- Center for Interfaith Cooperation
- Christian Theological Seminary
- Islamic Society of North America
- Neighborhood Christian Legal Clinic
- Annual **Spirit and Place Festival**
- Many Indianapolis religious congregations

**The Center for Citizenship and Community**
The Center for Citizenship and Community coordinates Butler’s Indianapolis Community Requirement (ICR) of the Core Curriculum and serves to create innovative academic learning experiences that extend Butler classrooms into the community. Among the non-profit organizations with which the CCC has a relationship are:

- 86th Street Burmese English Language Learners Program
- A Caring Place
- Butler Tarkington Neighborhood Association
- Center for Inquiry
- Center for Interfaith Cooperation
- Crown Hill Cemetery
- Exodus Refugee Inc.
- First Baptist Church
- Girls Inc.
- Greater Indianapolis Chapter of the NAACP
- Indiana School for the Blind and Visually Impaired
- Indiana School for the Deaf
- Indianapolis Public Schools
- Internal Revenue Service
- Immigrant Welcome Center
Butler offers a range of service-learning (SL) courses extending across the undergraduate curriculum and into all six colleges. One example is Public Communication Campaigns, a capstone course in the College of Communication, which gives students the opportunity to apply research-based strategic communication campaign methods to address problems experienced by non-profits in the area. The Indianapolis Opera was interested in increasing the number of season tickets sold to young adult (25-35) patrons. The class designed a campaign to assist with this issue; the implementation of the campaign resulted in a 20 percent increase in ticket sales to the target audience. “Wagging, Walking and Wellness”, a one-hour core course in the area of Physical Well-Being, partners with the Indianapolis Humane Society; students provide physical activity and play for the society’s animals. These are but two examples of more than 40 service-learning courses in the Butler curriculum.

Student Affairs Partnerships
The Division of Student Affairs provides students with multiple opportunities to engage with the local community. Student groups associated with the Programs for Leadership and Service Education (PuLSE) office have developed partnerships with a number of organizations in the community. The students, in collaboration with staff from the community organizations, coordinate campus-wide philanthropic events to raise funds for the organizations. Dance Marathon is sponsored by Student Government Association and raises money for Riley Hospital for Children. In addition to raising money for the organization, students volunteer at Riley and learn about the different services it provides. Special Olympics receives money raised through campus events such as Polar Plunge (more than $108,000 in 2012) and Spring Sports Spectacular. Ambassadors of Change is a weeklong pre-orientation program for incoming Butler first-year students that includes daily volunteering at local nonprofit agencies.

College Mentors for Kids is a student organization on campus that provides mentoring to grade school children from IPS 60. The mentors provide opportunities for the children to visit campus, receive help with their studies, and be exposed to the possibility of going to college. The student leaders work with the statewide organization to determine the needs of the children and provide supplies necessary for a successful mentoring program. A state representative from College Mentors for Kids evaluates Butler’s program every year.

The Volunteer Center also offers ample opportunities for students, faculty, and staff to make a difference in the local community. Fall Alternative Break and Alternative Spring Break allow students together with faculty or staff to spend their breaks improving living conditions at sites in need. Past sites include Neon, Ky.; Pipestem, WV; Pass Christian, Miss.; and New York, N.Y.
The Health and Recreation Complex (HRC) offers multiple programs that are open to the community such as:

- Swim lessons and American Red Cross certification classes
- American Council on Education (ACE) personal training certifications
- Personal training sessions
- Massage therapy
- Bulldog Jog, a 5K race through the campus that celebrated its 20th anniversary in 2012
- High and Low Ropes Courses events/days

The HRC also regularly hosts events sponsored by non-Butler entities (e.g., the Dick Lugar Run) and works closely with community groups such as Horizons at St. Richard’s (an academic enrichment program provided in partnership with the Kaleidoscope Youth Center and St. Richard’s Episcopal School), Girl Scouts Inc., Christamore House, and Indy Aquatics Masters to offer a customized program or regular facility usage. The High and Low Ropes Courses are routinely utilized by groups such as Defender Direct, Target Corporation, Indiana University-Purdue University Indianapolis, DePauw University, Ivy Tech College, the Jewish Community Center, the Peyback Foundation, St. Vincent’s Medical Center, Sigma Kappa (national), Alpha Chi Omega (national), Providence Cristo Rey High School, Clark Pleasant Middle School, and Saint Monica’s Catholic Church. In addition, local alumni of Butler University and (space permitting) residents in the Butler Tarkington neighborhood may become members of the HRC.

University Partnerships
Butler University maintains close relationships with the two neighborhood organizations that are in close proximity to the campus, the Butler Tarkington Neighborhood Association (BTNA) and the Rocky Ripple community. Members from the administration, the Butler University Police Department, and Student Affairs typically attend neighborhood meetings. Residents are kept informed of events and situations on campus that may affect the neighborhood and are solicited for input about the future. There is a longstanding history of collaborating with BTNA on initiatives such as new construction, parking, and student housing policies.

As one of the largest community performance facilities in the metropolitan area, Clowes Memorial Hall is a primary outreach vehicle to the Indianapolis community. All of the events in Clowes are promoted to the greater community. Patrons are surveyed about what kind of performances they would like to see. The Butler Ballet’s presentation of *The Nutcracker* every December is a community treasure and often sells out performances. Clowes Hall not only hosts Butler performing arts groups, but also is a co-host of the *Broadway in Indianapolis* series. The *Art at Clowes* series allows Indiana artists to display their works in the lobby as part of a rotating art exhibit. Clowes Memorial Hall is recognized by the Arts Council of Indianapolis and the Indiana Arts Commission as an arts organization. The academic departments of Jordan College of the Arts remain active participants in various artistic collaborations involving Clowes Hall as noted above.

Clowes Hall provides the largest comprehensive arts education program in the state of Indiana. The program consists of student matinees, teacher workshops, dress rehearsals, and distance learning sessions. The program anchor is the matinee series that yearly attracts more than 50,000 school children from Central Indiana offering theatrical and arts performances for grades Pre-K through high school.
Clowes Hall presents more than 25 student matinees (nearly 60 performances) each year. All students are provided with “Clowes Sheets” for each performance. These worksheets prepare students for their theatrical experience and include discussion points for teachers to utilize once they and their students return to their classrooms.

**Subcomponent 1.D.2.** The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Butler is a non-profit institution, with no investors or parent organizations. The University has received funding through foundation or other grants to provide, support, or enhance certain programs or to modify specific educational practices; these external funding sources are directly related to enhancing the educational mission. For example, Lilly Endowment Inc. has funded various initiatives on the Butler campus that have been focused on expanding service-learning classes, expanding community health programs, and providing experiential opportunities for students. These goals were determined to be a priority by the University prior to the grant application.

**Subcomponent 1.D.3.** The institution identifies and engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Specific examples of Butler University’s engagement with external constituencies were previously noted in this report at Subcomponent 1.D.1. As noted, colleges within the University have developed collaborative partnerships with various agencies in the community. These collaborations support the academic mission by providing avenues for Butler students to gain practical experience related to their major while assisting the operation of the agency or partner. An excellent example of this is the Arts Collaborative between JCA and various arts organizations in Indianapolis, some of which have their offices in Lilly Hall. Other colleges have similar arrangements, although not necessarily to the extent of providing office space on the Butler campus, and many of these have been described above.

Non-academic departments also respond to the needs of community agencies and constituencies. Representatives from the Butler administration work with the neighborhood organizations around Butler to meet their goals, whether concerning security issues, landlord and rental issues, or community service projects. The Center for Faith and Vocation maintains strong relationships with religious organizations in the Indianapolis area. A large number of student organizations raise money through philanthropic events for community agencies and charities, as well as do hands-on service. As noted above, the HRC invites Butler alumni and local neighborhood residents to become members.

Butler University athletic facilities are frequently utilized on an annual basis for summer camps, with additional camps being offered during the winter months. The Butler University Athletics Department sponsors numerous youth camps and clinics, for girls and boys in several sports, including baseball, basketball, football, soccer, softball, swimming, and volleyball.

As just one more example of serving the public good, Butler makes its main student cafeteria available to volunteers on Thanksgiving Day to prepare the annual Mozel Sanders Thanksgiving dinner. More than 40,000 meals are prepared to feed the hungry in Indianapolis on Thanksgiving Day, and many faculty and staff families volunteer during this event.
Butler University also has a well-developed and robust program for engaging its alumni, as well as the parents of current Butler students. The Office of Alumni and Parent Programs supports this outreach effort through a number of initiatives. Bulldog Nation is an electronic database that alumni can join for free to search for and interact with fellow alumni; Butler Magazine, the alumni magazine, is mailed to alumni and can be viewed online. The office e-publishes a monthly Parent NewsFlash sent to parents of current students, as well as the Butler NewFlash, sent to all alumni. The office supports active alumni associations in a number of metropolitan areas, including Atlanta, Greater New York, and Washington, D.C., as well as the Black Alumni Association, the GLBT Alumni Association, and special programming for young alumni.

Opportunities for Improvement

- In order to continue recruiting students from underrepresented groups, Butler must increase its resources for merit- and need-based aid programs, and its support for these students once they have matriculated.
- In order to stay current with demand for majors in the sciences, the University must enhance its facilities and continue to enhance ever-evolving technology.
- In order to remain committed to its residential focus, the University must update residence halls and develop additional residential space.
- In order to assist with recruiting students interested in the humanities and social sciences, Butler should better promote the accomplishments of students and faculty.
- Going forward, LAS should reconsider the Core Values statement to affirm its relationship with the professional colleges and its foundation as the historical center of the University.
- The results of national student surveys targeting issues of diversity indicate that Butler must continue to improve in its efforts to engage its students in activities that promote diversity on campus both within and beyond the classroom. More specifics and details on assessment results regarding diversity (and other aspects of a Butler education) appear in the discussion in support of Criterion Four.
CRITERION TWO: ETHICAL AND RESPONSIBLE CONDUCT

The institution acts with integrity: its conduct is ethical and responsible.

Members of the University community adhere to the established University policies and procedures which assure that all aspects of the University are conducted in an ethical and legal manner.

—Butler University Statement of Guiding Principles

In broad strokes, the University’s guiding principles (found under Faculty and Staff Policies here) call upon all constituents of the community (faculty, staff, students, volunteers, contractors, vendors, and consultants) to adopt the highest standards of ethical conduct in every aspect of our work. Such standards are implicit in The Butler Way. More specifically, Butler University has developed internal controls and procedures that direct our everyday activities toward that end. Our policies and procedures are designed not only to keep the institution in compliance with laws and the expectations of regulatory agencies, but also to shape our environmental culture in order to foster the values of honesty, fairness, civility, and respect for one another. It is incumbent upon the entire Butler community to model ethical conduct and integrity for our students. After all, an integral part of a Butler education aspires to inculcate these values in our students.
CORE COMPONENT 2.A.

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Comprised of alumni and community and corporate leaders, the Butler University Board of Trustees meets a minimum of four times a year to provide fiscal and strategic oversight and governance. Board members are identified on the University’s website, including brief biographies with descriptions of professional and civic engagement activities. All decisions regarding the financial management of the University are determined by the board; the members operate under the conditions and stipulations of the Board of Trustees Handbook. In particular, we have a “Conflict of Interest Policy for Trustees, Officers, and Key Employees of Butler University.”

Policies, procedures, and expectations are made available to the community in many ways. For both internal and external constituents, the most convenient access to handbooks as well as independent policies and guidelines is through the University’s website. For example, employment and management guidelines are prominently displayed under the Human Resources Management and Development link. Prospective students and families can locate admissions and financial aid requirements online. Expectations for students and student organizations are compiled and available in the online Student Handbook. Similarly, policies and procedures relevant to faculty are collected and available in the Faculty Handbook and on the Office of the Provost’s website, while business processes are explained in detail in our procurement policies. Similarly, faculty and staff have a conflict of interest policy that is housed on the Human Resource Management and Development site. This policy loosely addresses nepotism as well.

Many entities within the University seek and are endorsed by specialized accreditation bodies. Ethical standards and operating procedures are an important aspect of these targeted reviews. Some recent examples include the College of Education (COE), which has 15 licensure programs. All of them are nationally recognized, or nationally recognized with conditions, through the Special Professional Associations (SPAs). The COE faculty and staff hosted a fall 2012 National Council for Accreditation of Teacher Education (NCATE) reaccreditation visit. The NCAA Committee on Athletic Certification conducts accreditation reviews every 10 years. The Butler athletic program was most recently reaccredited by the NCAA in August 2011. Additionally, Counseling and Consultation Services (CCS) was just reaccredited for its internship training program by the American Psychological Association (APA). CCS was also successful in earning accreditation from the International Association of Counseling Services (IACS) in May 2012. An overview of other specialized accreditations is included in The Bulletin and discussed more fully later in this report.

In an effort to be transparent to external constituencies, admissions and financial aid criteria are listed online. Admissions policies and processes are clearly distinguished between freshmen and transfer students. The following non-discrimination statement appears on the Application for Admission forms as follows:

“Butler University is committed to the principle of equal opportunity. It does not knowingly discriminate against any applicant, student or employee for reasons of: gender; race; religious affiliation; color; age; national, ethnic or geographic origin; or any other...
non-employment, performance-related criteria. It makes reasonable accommodation, and its programs are equally accessible to all qualified applicants regardless of disability. The school is authorized under federal law to enroll non-immigrant alien students."

The **printed materials** distributed to those attending college fairs and by request include documents that list the University’s programs of study and the **cost of attendance**. As mentioned above, the public at large may access a wealth of online information including **The Bulletin**, which lists academic policies and describes academic programs and classes, **The Schedule of Classes**, and the **Student Handbook**. The latter resource includes information about Butler’s educational records policy and privacy protections afforded to students.

A comprehensive collection of business policies and processes that includes conflict of interest, business expenses, and contracting is available to the campus community **here**. Additional University policies relating to employment can be found on the Human Resources website **here**.

The **Student Handbook** contains a comprehensive rights and responsibilities section that articulates expectations, policies, regulations, and systems for addressing behaviors that run contrary to expectations. Attention is drawn to this resource with campus announcements at the beginning of each semester, during residence hall meetings, and new student orientation sessions. Students learn of academic program requirements during college meetings and in individual advising sessions. **The Bulletin** publishes academic programs and policies along with the regulations and procedures of the University. Faculty and staff are informed of rights and responsibilities at the time of hire and in new employee orientations. The “**Statement of Guiding Principles**” and the “**Equal Employment Opportunity**” statement provide the framework for faculty, administrators, and staff to understand their rights and responsibilities within Butler University. These are further examined in the **Faculty Handbook** and **faculty/staff policies**.

It is Butler University’s desire to resolve complaints and grievances at the lowest possible level within the organization. For all constituent groups, resolution processes reflect this preference. The size and organizational structure of the institution make decision-makers accessible. Concerns that arrive at a higher level than necessary are rerouted to the appropriate level. All the while doors remain open should someone need a higher level of attention.

- The Faculty Handbook clearly outlines the process and timeline for faculty grievances; response must be timely and the Handbook is periodically reviewed to ensure improved practice.
- The Staff Policy on Complaint Resolution process (currently still in draft form, awaiting the arrival of the newly hired executive director of human resources) clearly outlines procedures for filing a formal complaint, states that response must be timely, and ensures analysis to improve practice.
- The Student Handbook clearly outlines steps for students to take on grievances, including specific grievances for student conduct, academic integrity, and harassment. These policies and practices are reviewed annually to allow for continuous improvement.
- **EthicsPoint**, conveniently located on the My.Butler.edu web portal, provides a secure way for University employees to report financial misconduct. Optional anonymous reporting of the misuse of the University’s resources is also available. (See the **Whistleblower Policy**.)
CORE COMPONENT 2.B.
The institution presents itself clearly and completely to its students and to the public with regard to its pro-
grams, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Transparency is valued at Butler University. A wealth of information about program offerings and re-
quirements, costs, faculty and staff membership, and accreditation relationships can be found in print
resources and on the University’s network of webpages.

Information about Butler’s academic programs, admissions processes, and tuition and fees is easily and
readily available to current and prospective students and their families in several ways. An overview
of academic programs and costs are included in the Junior Viewbook, which is mailed to interested
junior-level high school students and also is available by request (produced annually with approxi-
mately 30,000 copies distributed). A complete listing of undergraduate programs is listed online here.
Individuals can access program information by academic college and department, by area of interest,
or by alphabetical listing, and online searching is available. Another print resource, called the “Travel
Piece,” is available on campus, by mail per request, and distributed at college information fairs across
the country. This piece outlines the current academic programs offered, estimated annual cost and
fees, application deadlines, and general statistical data for the University (between 30,000-50,000 cop-
ies of this piece created and distributed annually). The Viewbook is produced annually and is mailed
to senior-level high school students and is also available by request through the Office of Admission.
This piece includes an overview of the academic programs available, application deadlines, and an
overview of anticipated tuition, fees, and available financial aid.

A comprehensive listing of programs and requirements is outlined in The Bulletin. Admission require-
ments for both undergraduate and graduate programs, with instructions and application deadlines,
are included (pages 38-44). This publication documents the Core Curriculum requirements for all
students, including an overview for academic majors, degrees, concentrations, and minors (pages 7-21).
The basic graduation requirements for all students are stated (page 103). Course requirements for
individual programs and degrees are listed by academic college/program: Interdisciplinary Programs
(pages 105-117), College of Liberal Arts and Sciences (pages 120-214), College of Education (pages
216-235), College of Business (pages 238-256), College of Pharmacy of Health Sciences (pages 259-
284), Jordan College of the Arts (pages 287-322), College of Communication (pages 324-346), and
Graduate Degree Programs (pages 349-354). The Bulletin is revised every two years and is a compre-
hensive resource for students regarding academic programs.

Degree requirements, including the Core Curriculum Statement, credit hours and residence, and grade
point average, are outlined in the academic section of the 2012-2013 Student Handbook (beginning
on page 11). This publication is made available online in early August of each year. Printed copies
are available upon request through the Office of the Vice President of Student Affairs. Printed copies
are also distributed to administrative offices across campus and to all resident assistants. Students are
directed to review this material each fall through a targeted email communication and via postings in
the online daily newsletter, The Butler Connection. Resident assistants also present information on
the handbook to students during their first floor meetings for the academic year.

A link to admission requirements for freshman, transfer, graduate, and non-degree-seeking students
is included on the Registrar’s website in The Schedule of Classes. This publication also includes a
complete listing of courses offered for the upcoming semester from both the Core Curriculum and individual academic programs. The Schedule of Classes is available online four weeks prior to the start of early registration for each semester.

An annual summary of the May Board of Trustees meeting is sent electronically to all members of the campus. This message announces any tuition and/or room and board percentage increases/decreases for the following fiscal year. Actual costs are updated in publications and in web resources in the subsequent weeks of early summer. In addition, this message includes faculty promotion and tenure approvals.

A key public resource for cost information is the Student Accounts website. This includes breakdowns for specific academic programs as well as residency costs. Much of this information is also available online in The Parent Guide. The website for the Office of Financial Aid outlines the cost of education for standard, full-time undergraduate students for the current academic year. The standard full-time undergraduate student budget is used to determine financial aid eligibility and is outlined on the site. This listing includes estimates of other incidental expenses, including transportation and books, which are in addition to the expenses for tuition, fees, room, and board. This site also links to the Office of Student Accounts website, where constituents may view the exact tuition, fee, and room and board costs. The website for the Office of Admissions also provides an overview of information regarding costs of a Butler education. This site links to pertinent financial aid forms, dates, and aid programs and includes a “frequently asked questions” section. The site also links to an overview of anticipated direct and indirect costs for undergraduate students and links directly to the Student Accounts website.

Aggregate data regarding faculty are available on the Office of Institutional Research and Assessment website. This site includes reports detailing the number of faculty, distribution of full-time faculty, and faculty turnover as part of the Institutional Data Profile. Listings of individual faculty members can also be found on the webpages associated with their academic department. Constituents can access an overview of academic information here and navigate to the appropriate college and department. Credentials are not always included as part of these listings, although full-time and contingent faculty (as well as trustee and upper-level administration) credentials are listed in The Bulletin beginning on page 361. Many faculty members maintain individual websites and release information to students, at their discretion. Select departments also have public staff directory postings on video screens and walls displayed in University buildings. For privacy purposes, only limited information regarding staff is available to the public.

Accreditation relationships are outlined in The Bulletin (page viii) as follows:

- Butler University has been accredited since 1915 by what is now the Higher Learning Commission of the North Central Association of Colleges and Schools. Butler’s most recent reaffirmation of accreditation was 2003.
- Programs in the College of Business are accredited by AACSB International, the Association to Advance Collegiate Schools of Business.
- Programs in the College of Education are accredited by these associations:
  - National Council for Accreditation of Teacher Education (NCATE)
  - Indiana Professional Standards Board (IPSB)
• Programs in the College of Pharmacy and Health Sciences are accredited by these associations:
  • American Council on Pharmaceutical Education (ACPE)
  • Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
• Programs in the Jordan College of the Arts are accredited by these associations:
  • National Association of Schools of Dance (NASD)
  • National Association of Schools of Theatre (NAST)
  • National Association of Schools of Music (NASM)
• One of the major programs in the Department of Chemistry is accredited by the American Chemical Society (ACS).
• Counseling and Consultation Services is accredited by the American Psychological Association for its pre-doctoral internship program and by the International Association of Counseling Services (IACS).

In addition to the listing in The Bulletin, Butler’s accreditation status with HLC and other accrediting organizations appears on the Butler website here.

An online searchable listing of faculty and staff is available on the main page of the Butler website here. This directory can be used to search for individuals by name or department. A listing of key staff (director level and above) is included in the Student Handbook (pages 6-7).
CORE COMPONENT 2.C.

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

Butler University is a not-for-profit, independent institution of higher learning. The Butler University Board of Trustees is charged with all fiscal and strategic oversight of the University. In Butler’s original charter, the Board of Directors (which has evolved into the current Board of Trustees) was given “control and management” of the new institution, having “power to make its own by-laws, rules, and regulations.” In Butler’s history the Board of Trustees has always been autonomous and has never reported to any other entity. The current Board Handbook lists as the first hallmark of an effective board an understanding of “its fiduciary duty of obedience (to the University’s charitable purpose), loyalty (to the University’s interest and welfare), and care (by exercising diligence in making all decisions involving the University).” Listed prominently under Board Responsibilities is “the board retains ultimate responsibility and full authority to determine the mission of the institution in consultation with and on the advice of the president.” The board has the ultimate responsibility for the mission, the academic quality, and the fiscal health of the institution.

The Bulletin notes that “Butler is an independent co-educational University” governed by a Board of Trustees (pages 1-2). From the Board of Trustees website information on leadership, meetings, and the calendar is readily available. The site also contains profiles of all current board members.

The composition of the governing board consists of 35 members (or fewer), at least one-third of whom must be alumni of Butler University. The Committee on Trusteeship ensures that prospective members are highly qualified and committed to the institution. This committee also reviews the performance of current members who are eligible for re-election. Each trustee must comply with the conflict of interest policy and annually signs a conflict of interest statement that includes a financial interest disclosure.

The board meets at least four times a year to determine and/or approve the University’s mission, commitments, budget, and strategic plans. It has the ultimate responsibility for the academic quality of the University and has the right to review, challenge, and occasionally override decisions or proposals it judges to be inconsistent with mission, educational quality, or fiscal integrity. The board approves all educational programs. Other duties include:

- Determining and overseeing policies and procedures in managing all business affairs of the University, including the annual budget.
- Reviewing and approving the annual audit as a function of the Finance Committee.
- Appointing and annually evaluating the president.
- Considering the need to preserve and enhance the institution for the longer term.

Consideration of all constituencies is demonstrated by the standing committees that are representative of both internal and external interests. The basic functions of each committee are explained in the Trustee Bylaws. Committees include: Audit, Endowment and Investment, Executive Committee, Committee on Trusteeship, Academic Affairs, Executive Compensation and Performance, Finance, Facilities, Student Affairs, Advancement, Marketing, Holcomb Research Institute (Holcomb endowment oversight), Athletics, Enrollment, and Honorary Degree (typically only conferred during Commencement). During each Trustee meeting, these subcommittees convene with appropriate campus
constituents. This will include administrators, the chair of the Faculty Senate, the chair of the Staff Assembly, student government leaders, and invited others.
CORE COMPONENT 2.D.
The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

The University supports and nurtures the academic freedom of its faculty, staff, and students and disseminates its stance on these issues through its various handbooks, including the Trustee Handbook, which states: “An effective board commits itself and the institution to academic freedom for faculty and students.”

Butler’s support of academic freedom is made public in both written and digital formats and is widely available to every stakeholder and the general public. The Faculty Handbook specifically defines academic freedom as follows:

- Faculty members are entitled to full freedom in research and in publication of the results, subject to the acceptable performance of other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Faculty members are entitled to freedom in the classroom in discussing the subject of the course, but should be careful not to introduce into the classroom matter which has no relation to the subject of the course.
- The college or university faculty member is a citizen, a member of a learned profession, and an officer of an educational institution. When speaking or writing as a citizen, a faculty member should be free from institutional censorship or discipline, but the faculty member’s special position in the community imposes special obligations. As a person of learning and an educational officer, faculty members should remember that the public may judge both the profession and the institution by the utterances of the faculty. Hence the faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not speaking for the institution. (Faculty Handbook, 20.20.10)

Additionally, under promotion and tenure guidelines, the University asserts its resonance with American Association of University Professors guidelines for academic freedom.

Academic freedom afforded the faculty is evident in several areas, not the least of which is in tenure and promotion guidelines. Faculty members have the freedom to conduct their research, scholarship, or creative activity in their professional field. In classrooms, faculty members have the freedom to create and conduct their course as befits professionals in their discipline. The result of Butler’s commitment to academic freedom is the richness evident in scholarship and teaching, including in our Core Curriculum. Each course within a defined Area of Inquiry, the First Year Seminar, or Global and Historical Studies shares common objectives, yet each course may have its own unique syllabus, content, and experiences, according to the expertise and interest of the individual faculty member.

The University’s commitment to freedom of expression is evident in other areas of the institution as well. Statements in the Student Handbook support academic freedom for students in their academic pursuits: “Butler also cherishes the freedom of expression, the diversity of values and perspectives inherent in an academic institution, and the value of privacy for all members of its community” (page 90). The University’s Computer Use Policy addresses the privacy of personally created content: “We do not condone censorship nor do we routinely access or inspect data stored on Butler Systems and devices.”

In 2001 the staff of Butler University established its own governing body, Staff Assembly, and is in the
process of creating its own handbook. This provides evidence of the way that the University supports the autonomy of its staff in both having and using its own voice without fear of retribution.

In support of these commitments are specifically defined grievance policies for staff, faculty, and students, as noted above in Core Component 2.A.
CORE COMPONENT 2.E.
The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Responsible acquisition and application of knowledge for all constituents requires a multifaceted approach. Faculty policies on research and scholarship can be found in the Faculty Handbook (Section 20.30.50). The Butler Institute for Research and Scholarship (BIRS) is the University office that oversees many facets of appropriate research conduct. BIRS provides administrative oversight of sponsored programs, including internally and externally funded projects, and coordinates the University’s compliance programs to ensure that all projects conform to current research standards and protocols. To assist accurate information dissemination to the Butler community, BIRS maintains the following policies, publicly available online:

- Authorization for External Funding Form
- Report on Research Compliance
- Proposal Development Resources
- IRB Application Forms
- Intellectual Property Information
- Butler Awards Committee (BAC) for internal grants in the Fine Arts, Humanities, and Social Sciences (qualitative research methods)
- Holcomb Awards Committee (HAC) for internal grants in the Sciences and Social Sciences (quantitative research methods)

Particular policies and appropriate faculty and staff committees provide oversight and peer review of research conduct and compliance areas. Composition of these committees follows best practices, as articulated by national governing or granting agencies. Specifically:

- Butler maintains an Intellectual Property Policy for faculty and staff, with coverage that includes invention, software, and copyrightable materials.
- Research involving animal or human subjects, whether conducted by faculty or students, is subject to approval and oversight by the Institutional Review Board, which follows required and best practices in committee membership and education.
- The Animal Care and Use Policy and Committee oversees the use of animals in research and teaching at Butler University and ensures that all applicable federal, state, and local regulations governing the use of animals are met.
- The Institutional Health and Safety Committee provides oversight of all Butler University research or instructional activities involving recombinant DNA (rDNA) and other biohazards and also reviews laboratory safety practices and training. In addition, this committee reviews animal care and use protocols to ensure the proper disposal of bio-hazardous materials.

A number of avenues exist at Butler for formal learning about ethical conduct of research and the standards within this research community. Education has long been required for individuals participating in human subject research and animal research. In January 2010, the University introduced an online component (the Collaborative Institution Training Initiative) focused on Responsible Conduct of Research. The program was initiated to comply with National Science Foundation guidelines. This module is required of all students and faculty conducting research at the institution. Monitored by BIRS, faculty members choose the module that matches their discipline most closely; students select a specific course module for undergraduate research. Research cannot begin until all parties have com-
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Completed the training. Appropriate knowledge use and discovery also is provided by faculty, including the librarians, in their instruction to students in individual classes (especially those in research methodologies) and labs.

The BIRS office also oversees all research grants, both internal and external, including compliance. Should research misconduct occur or be suspected, Butler has appropriate processes in place to ensure thorough and expeditious investigation of the allegation; this process is outlined in the Faculty Handbook (Section 20.30.110).

In order to keep the University community informed about research integrity issues, BIRS, as part of the comprehensive faculty development program, sponsors workshops that assist in disseminating and training faculty and staff. A listing of those available is on a calendar online. Also as part of the comprehensive faculty development program, new instructors are strategically oriented to the University’s expectations and support services. Long-serving faculty members may also tap into learning opportunities to stay abreast of new technology, pedagogy, and resources. Specifically, faculty members are informed of the policy through orientation and, as needed, faculty meetings.

An academic integrity policy for students is included in the Student Handbook (page 12). When an incident of academic dishonesty involving a student is reported, a copy of the report goes to the dean of the student’s college, the registrar, and to the dean of student services for tracking purposes.

Butler’s faculty and staff share the responsibility of guiding students in the ethical use of information. Individual instructors include statements in their syllabi and offer tutorials to draw attention to the topic. In particular, the library offers online resources for this purpose, including the Copyright Center and an online plagiarism tutorial. Library faculty members have developed a module with this content specifically for the First Year Seminar core courses that are required of all first-year students.

In AY 2011–2012, 42 cases of academic integrity were reported through the University’s student conduct system. This compares to 18 cases in 2010–2011, 17 cases in 2009–2010, and 31 cases in 2008–2009. When a student is suspected of a violation, the faculty member of the course determines if the facts and circumstances support the allegation and, if so, determines an appropriate sanction. An initial appeal is channeled to the dean of the student’s college. A University Appeals Board and the president may hear higher-level appeals, steps governed by the established grievance procedures.

Opportunities for Improvement

- The faculty and staff nepotism policy is folded within the Conflict of Interest Policy, but this location may not be enough to protect employees from misunderstandings and abuse.
- Since the Staff Handbook will address many concerns and provide particular policy recommendations governing staff experience at Butler, the Staff Handbook should be a priority to finish and distribute to the community.
- Student complaints that are written and directed to higher-level administrators (deans, vice presidents, and the president) are recorded and tracked. Perhaps the weakest link in our grievance resolution processes is thorough analysis of these complaints to ensure continuing improvement.
- Some departments have additional online listings of faculty and staff members, but this content varies by department or program. In order to better publicize the work of the University community members, the University should remedy these inconsistencies.
• The grievance process would benefit from a more strategic analysis. This would require us to clearly delineate what kinds of complaints are heard at each level. We have had significant turnover in the positions that are currently designated as compliance trackers and so at minimum, some re-education and training may be due.

• Our statement regarding academic freedom as it relates to students has been identified as incomplete. A workgroup has been formed to consider a statement that would address all constituent groups.

• A policy workgroup is currently determining how best to sift through the multitude of policy statements that exist and catalog and store them in a manner that is easy to access. Early steps would be to clarify what, for example, is a policy and what is a procedure or guideline. At this stage, the workgroup is aiming toward developing a standard template that might then be adopted for all policies.

• All universities are being asked to ensure compliance with federal guidelines regarding campus crime reporting and Title IX. Continued effort is needed at Butler to ensure our processes reflect current best practices and members of our community are aware of how and what to report.

• Although our first-year students receive training on academic integrity as part of their required First Year Seminar course, there is no formal program to cover this material with transfer students. We plan to address this gap, and the Learning Resource Center together with the Library faculty is working on a solution, perhaps as part of transfer orientation.
The institution provides high quality education, wherever and however its offerings are delivered.

From the beginning of its history, Butler University’s mission has been to “provide the highest quality of liberal and professional education.” This focus on teaching and learning, primarily at the undergraduate level, is further supported by the first of the University’s seven institutional commitments: “to provide the highest quality of teaching and to achieve the highest ideals of student learning.”

Because teaching and learning are at the heart of our mission, Butler University devotes considerable resources and support in all areas to ensure the quality of our liberal and professional education. Institutional support includes ensuring a strong curriculum in all program areas, including a vigorous University-wide honors program, delivering an innovative and interdisciplinary Core Curriculum, providing a framework to foster broad intellectual development, hiring and supporting well-qualified faculty and academic affairs staff who will work with students as active learners, and providing an enriching environment for students and for those who work with them. Butler University is committed to offering high-impact practices for students in all colleges and the following sections are devoted to showing how Butler provides resources and support to ensure quality teaching and learning.
CORE COMPONENT 3.A.
The institution's degree programs are appropriate to higher education.

Consistent with our mission and founding charter, Butler University builds upon and extends students’ prior learning, and in many cases, challenges their previous high school education. The University offers bachelor's degrees in liberal arts and sciences (see the listing of more than 30 majors here) and professional disciplines including education, the arts, business, communications, and health sciences. In addition, Butler offers masters degrees or professional doctorate degrees in selected areas of liberal arts and sciences, business, education, the arts, pharmacy, and physician's assistant. Finally, Butler offers a liberal-arts-based associate degree program administered by the College of Liberal Arts and Sciences. The degree programs are described below and complete sets of requirements for each degree may be found in the The Bulletin.

Subcomponent 3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Butler University operates on a traditional semester calendar and awards credit in semester hour units. Degrees, whether undergraduate or graduate, are awarded by colleges upon recommendation of the faculty. Like many institutions, Butler University courses are numbered from the 100-level through the 700-level, with undergraduate courses numbered 100 through 499 and graduate courses numbered 500 through 799. There are a few 400-level courses that may be taken either for undergraduate or graduate credit. Generally speaking, 100- and 200-level courses require no (or few) prerequisites and are taken by first-year and sophomore students. Core Curriculum courses are, almost exclusively, at the 100 or 200 level.

The College of Liberal Arts and Sciences (LAS) offers a lightly enrolled program leading to an associate degree, either an A.A. or an A.S., depending on the kind of courses selected. These programs require completion of the Core Curriculum (with slight modifications) for 30 credit hours and a total of 63 semester hours of credit. Only 13 students have been awarded an associate degree since 2002–2003. See the document The Associate of Arts and Associate of Science Degree for additional information.

Consistent with higher education practice, all undergraduate bachelor's degrees awarded by Butler University require that students complete a minimum of 120 semester hours (127 in the College of Business, 126 in the College of Education, 120 in the College of Liberal Arts and Sciences, 137 for the B.S. in health sciences in the College of Pharmacy and Health Sciences, 124 in the Jordan College of the Arts, 126 in the College of Communication), 40 of which must be taken at the 300 or 400 levels. In addition, at least 45 semester hours must be taken at Butler and at least 30 hours must be taken in the college awarding the degree. Undergraduates must attain at least a 2.0 grade point average to graduate. All undergraduate students must complete the Core Curriculum.

The masters-level graduate programs require 30 to 55 semester hours of graduate credit, depending on the program, thesis, and accreditation requirements. The College of Business (COB) offers an M.B.A., requiring 33 graduate hours as well as a Masters of Public Accounting (MPAcc) requiring 30 hours of graduate credit. The College of Education offers several graduate programs. The Experimental Program for Preparing School Principals and the Masters in Effective Teaching and Leadership are both M.S. programs requiring 36 credit hours, and the Masters in School Counseling requires 48
hours of graduate credit. The Jordan College of the Arts (JCA) offers M.M. (master of music) degrees in several areas requiring 30 hours plus a thesis or, as an option for music education and piano pedagogy students, 36 hours without a thesis. JCA, in cooperation with the College of Education, offers a streamlined non-degree program for bachelor’s degree holders to earn a certification in music education. Students previously trained in music must meet competency requirements and adhere to Indiana state licensing requirements (details found here). In addition, JCA offers a non-degree 16-credit-hour certification in piano pedagogy for current and prospective piano teachers lacking the time or resources to complete a traditional degree program (details found here).

The College of Liberal Arts and Sciences offers M.A. degrees in English and history and an M.F.A. in creative writing. Each of these programs requires either 30 hours of graduate credit plus a thesis or 36 hours of graduate credit without a thesis. In the College of Pharmacy and Health Sciences (COPHS), students pursuing the Masters of Physician Assistant Studies (M.P.A.S.) degree complete 55 graduate hours in addition to the 137 earned for the B.S. in health sciences. The Doctor of Pharmacy (Pharm.D.) degree offered by COPHS requires a total of 210 credit hours over six years, which includes satisfaction of the Core Curriculum as well as four years of professional pharmacy coursework and experiential rotations. In addition, COPHS offers an M.S. in pharmaceutical sciences, and in collaboration with the COB, a combined Pharm.D./M.B.A. program.

The Butler Health and Recreation Complex also offers several workshop programs for students, leading to certification by the appropriate professional organization in personal training, pilates, and aerobics. More information can be found here.

The Faculty Handbook in Section 10.30.10 assigns responsibility for the curriculum, as well as educational and instructional practices, to the faculty. In addition (Section 2 of 10.30.10), the Faculty Senate is charged with formulating recommendations regarding curriculum and student learning. This faculty oversight ensures currency of curricula in both major programs and general education. Faculty members within academic departments or programs propose new or revised courses or programs of study based on mission, currency, need, and interest. Those proposals are approved at the department and college level and forwarded to either the University Curriculum Committee or the Core Curriculum Committee of the Faculty Senate for discussion and, if necessary, advancement to a vote by the entire Senate.

Butler University has multiple ways to review programs and courses to ensure the currency and appropriateness, as well as the quality, of its educational programs. The University Assessment Committee has the primary responsibility for implementing Butler’s assessment plan for ensuring improvements in the quality of the University’s programs at all levels. The University Assessment Committee is divided into two subcommittees: the academic subcommittee, comprised of the associate deans from each college and the two associate provosts; and the administrative subcommittee, comprised of selected directors from a cross-section of administrative divisions, an associate provost and a student representative. Both subcommittees are facilitated by the Office of Institutional Research and Assessment. The University Assessment Committee serves as a resource to departments and divisions in program assessments and accreditation efforts. The responsibilities of the University Assessment Committee include ensuring that all academic programs list and review their Student Learning Objectives (SLOs) annually. These SLOs are assessed through specific evaluations, and the results of those evaluations are collected each semester, as the discussion in support of Criterion Four articulates.
Programs that are found to need curricular or programmatic changes either through the internal program review cycle or from the external accreditation bodies may apply for a mini-grant from the Office of Institutional Research and Assessment to offset the cost of additional meetings or materials to make plans to address cited needs.

In addition, all courses are reviewed and updated prior to the publication of The Bulletin in each two-year cycle. The Bulletin and Annual Academic Assessment Reports list the learning goals for each undergraduate and graduate program. An examination of these goals reveals that they are clearly differentiated and tailored to the needs of specific programs.

The quality of the courses and programs within each of the University’s six colleges is monitored internally through program reviews, externally through program-specific accreditation bodies, practically through the success of Butler graduates in gaining employment or in entering graduate school, and in rising national rankings. Every academic program offered by the University is reviewed at least once within a seven-year cycle. While programs that undergo external accreditation are exempt from these Butler-sponsored program reviews, an interim report is required if the external accreditation cycle is longer than seven years. Specific information about the program review process can be found in Subcomponent 4.A.1, but generally speaking, program reviews consist of the completion of a self-study, a site visit by external evaluators in the field, and a formal response by the department to the review. Departments and programs are asked to comment on their curricula, budgetary needs, staffing, post-graduate student information, and also to make projections for advancing the department or program. The document that guides program review was recently reviewed by the Academic Assessment Committee and is available here.

Programs within each college that can be accredited by an external professional body undergo the accreditation process on the cycle established by their specific professional body. The expectation is that all programs eligible for external accreditation will attain and maintain that status. Specific programs in the College of Business, College of Education, College of Liberal Arts and Sciences, College of Pharmacy and Health Sciences, and Jordan College of the Arts are accredited by professional bodies. Details of our current specialized accreditations are found in Subcomponent 4.A.5.

All program areas have an overview of departmental statistics on file with the Office of Institutional Research and Assessment. Most programs also maintain ongoing data of graduation rate and placement within one year after graduation, for comparison purposes. Placement statistics track employment or enrollment in a graduate or professional school. These statistics are used in program review and are sometimes the basis for recommended revisions in program offerings. The Office of Internships and Career Services also posts placement data for the previous four years on its website. Detail about the success of Butler graduates is available in Subcomponent 4.A.6.

In addition to monitoring internal reports, the University also tracks the ranking of Butler University within US News and World Report college rankings for “Midwest Universities-Master’s” category. That category contains approximately 145 institutions. Since 2003, the University has moved from number seven in rank to number four in 2007 and 2008, to number two in 2009, 2010, 2011, and 2012.
**Subcomponent 3.A.2.** *The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.*

The student learning outcomes (SLOs) for all programs, including a set of University-wide SLOs and the Core Curriculum, have been crafted carefully and are articulated publicly in several places. All have been revised or reviewed since 2007. The set of University-wide SLOs (see Subcomponent 3.B.2) appears on the first page of *The Bulletin* and from a link under Academic Assessment on the Office of Institutional Research and Assessment website; individual program SLOs appear in the appropriate section of The Bulletin. The articulation and the differentiation of learning goals for undergraduates and graduate students are continually evaluated in two ways: through the University Assessment Committee (see 3.A.1) and through external accreditation bodies.

As part of the annual program evaluation process, all programs or departments, both undergraduate and graduate, must submit an assessment of at least one-third of the SLOs that have been identified as appropriate to the subject matter and level of the identified program. Each SLO must be assessed through two measurable methodologies with the criteria for success clearly identified. These SLOs are identified by the programs or departments based on the work of the University Assessment Committee’s guidelines of June 2007. All of the program-specific SLOs also have been mapped not only to the set of University-wide SLOs (see Subcomponent 3.B.2) but also to the program’s curriculum.

These SLOs are grouped under three domains of learning: Cognitive (what students will know), Psychomotor (what students will do), and Affective (what students will value). The assessment reports are available for each academic program or department through the Office of Institutional Research and Assessment. Academic assessment reports are annually due Oct. 1, and departments and programs receive feedback from the Academic Assessment Committee and the Office of Institutional Research and Assessment by the beginning of the spring semester.

**Subcomponent 3.A.3.** *The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, etc.).*

Butler University is located on a single physical campus in Indianapolis. Courses are currently delivered face-to-face; as of the end of AY 2011–2012, Butler did not offer either hybrid or fully online courses, though the University is planning to begin piloting some hybrid and online individual courses in summer 2013. Additionally, some components of the MBA program and of some College of Education masters and certificate programs are in development to be delivered online.

Courses offered through consortial arrangements are accepted under the accreditation of the parent institution. The **Engineering Dual-Degree Program** is a collaboration between Butler University and the Purdue University School of Engineering and Technology at Indianapolis, accredited by the Accreditation Board for Engineering and Technology. Under this five-year program, students earn two undergraduate degrees: one from Butler (in selected fields) and one from Purdue in an area of engineering.

Butler University is a member of the **Consortium for Urban Education** (CUE) in the Indianapolis area. Students may enroll in courses at other CUE institutions, courses that are not available at Butler University. Participants in the Consortium are Franklin College, Marian University, Indiana Uni-
versity-Purdue University Indianapolis, Martin University, Ivy Tech State College, and University of Indianapolis. All institutions are accredited through the Higher Learning Commission.

Butler students have the opportunity to enroll in the Washington Learning Semester, a semester-long academic and internship program in Washington, D.C. All courses in the program are taught by full-time or contingent Butler University faculty or faculty from our partner institutions, Ithaca College (2001–2011) and Centre College (2012–current), both of which are accredited by their respective regional accrediting bodies. Internships are overseen by Butler faculty. This program is supervised by the Center for High Achievement and Scholarly Engagement (CHASE). Courses and instructors are subject to the usual course evaluations, as is the program.
CORE COMPONENT 3.B.

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Throughout its curriculum, Butler students are challenged through recognized high-impact learning practices, such as collaboration, individual research and creative activity, and a focus on global awareness. Specifically, these practices are manifest in both the Core Curriculum and in each individual major or graduate program.

Subcomponent 3.B.1. The general education program is appropriate to the mission, education offerings, and degree levels of the institution.

Created in 1945, the Core Curriculum is one of Butler’s oldest academic landmarks. Like all good ideas, the core has not remained static but has expanded and developed to meet the needs of a changing society. Indeed, today’s Core Curriculum was fully implemented in fall 2010 and is required for all baccalaureate and associate degrees. Students are expected to consult with their academic advisor prior to registration each semester to plan ways of fulfilling the core curricular requirements and to fully engage with the learning opportunities in core courses.

This core is substantially different from its immediate predecessor in its design, with a focus on learning objectives rather than disciplines. While disciplines provide important content and methodology to core courses, the introduction to a discipline as such is not a goal of the Butler core education. Instead, this core focuses on student learning and the interdisciplinary nature of knowledge and discovery. For faculty, the core allows them to transcend disciplinary boundaries, engage new pedagogical practices, and focus on learning strategies relevant across the curriculum, rather than those required of individual majors and professions. Indeed, some of the most innovative and creative teaching is happening in the core by faculty across the campus who are committed to its goals. Given this, it is not surprising that assessment measures in core courses are showing important, and in many cases, significant learning gains.

The Core Curriculum is based on the goals of helping Butler students build the capacity to think critically, reason analytically, and develop the habits of lifelong learning. Students gain both depth and breadth of knowledge and experience on their way to becoming liberally educated. True to Butler’s mission, content and pedagogies that reflect the ideals, goals, and practices of liberal education are championed. Cultural diversity is a key component, as well, so in the core, students are asked to think about themselves as members of both the Butler community and the world.

Specifically, the Core Curriculum consists of these components:
- The First Year Seminar: Self, Community, and World (six credit hours)
- Global and Historical Studies (six credit hours)
- Areas of Inquiry:
  - Analytic Reasoning (three credit hours)
  - Natural World (five credit hours, includes laboratory component)
  - Perspectives in the Creative Arts (three credit hours)
  - Physical Well Being (one credit hour)
  - Social World (three credit hours)
  - Texts and Ideas (three credit hours)
Four additional graduation requirements:
- Writing Across the Curriculum Requirement
- Speaking Across the Curriculum Requirement
- Butler Cultural Community Requirement
- Indianapolis Community Requirement

Subcomponent 3.B.2. *The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*

**First Year Seminar (FYS)**
The First Year Seminar (FYS101 and FYS102) is a topic-based, two-semester sequenced course that serves as an introduction to the vitality of the liberal arts. FYS101 is taken in the fall semester, FYS102 in the spring semester. Students develop, practice, and advance their abilities with critical reading and thinking, effective oral communication and academic writing, and information literacy and retrieval.

Students assigned to EN101, Writing Tutorial (as a result of a placement exam required because of an ACT/SAT score) must enroll in EN101 during their first semester at Butler concurrently with FYS101. Some students also may be required to take EN101 concurrently with FYS102, contingent upon performance in EN101 and/or FYS101. The English Department administers EN101, including placement tests. Transfer students who have completed two-semesters of 100-level English or other critical reading, thinking, and writing coursework at another institution may be allowed to satisfy the requirement with a total of not fewer than six transferred semester hours.

**Exemptions:** None.

**Course Structure:** A two-semester sequence taken in the first year.

**Learning Objectives:**
- Listen and read critically—texts, speech, media, and other cultural productions—in order to examine, challenge, and reshape themselves and the world in which they live.
- Express themselves clearly and persuasively in exposition and in argument, in both written and oral forms.
- Carry out research for the purpose of supplying evidence and support for claims made in exposition and argument.

**Global and Historical Studies (GHS)**
Global and Historical Studies (GHS201-209) is an array of interdisciplinary courses that allow students to engage in investigation of and reflection about cultures different from their own, especially non-western cultures. Students explore these cultures using a variety of sources and disciplines, drawn from the arts, the humanities, and the social and natural sciences. Students learn to recognize both the benefits and challenges of living in a culturally diverse and increasingly globalized world, and continue to develop the skills of expository writing introduced in the First Year Seminars. All students are required to complete two semesters of GHS201-209 (six hours), ideally during their sophomore year. One semester of Global and Historical Studies is automatically waived for international students.

**Course Structure:** Two courses taken in the second year, chosen from a limited selection of three-hour courses. (Note: Students may not take both GHS203 and GHS209 to complete their
Global and Historical Studies requirement. Any other combination of courses is allowed.)

**Exemptions:** If a student studies abroad in a Butler-approved program AND completes nine or more credit hours of coursework while abroad, the student automatically receives a one-semester/three-hour waiver from GHS.

**Learning objectives:**
- To employ a conceptual framework for global and historical studies that appreciates cultures as dynamic, heterogeneous, and constantly in conversation with one another.
- To draw on a variety of sources and disciplines—including the arts, the humanities, and the social and natural sciences.
- To recognize both the benefits and challenges of living in a culturally diverse and increasingly globalized world.
- To continue development of skills of expository writing.

**Analytic Reasoning (AR)**

**Course Structure:** A menu of three-hour courses to be taken in the first or second year.

**Exemptions:** Exempt for students who have completed at least five hours of college mathematics or computer sciences courses above algebra and pre-calculus; students in professional colleges (COPHS or COB) with college mathematics requirements; students receiving a four or higher on the AP Calculus AB, Calculus BC, or Statistics examinations.

**Learning Objectives:**
- To develop capacities for quantitative and analytic reasoning.
- To understand the centrality of these capacities to the natural and social sciences.
- To recognize the applications of such capacities to matters of personal and public life.

**The Natural World (NW)**

**Course Structure:** A menu of five-hour lecture/lab courses to be taken from the first year onward. Courses not required of science majors.

**Exemptions:** Exempt for students who have completed at least eight hours of laboratory science; students receiving a four or higher on the AP Chemistry, Environmental Sciences, Physics B, or Physics C examinations.

**Learning Objectives:**
- To gain awareness of some significant scientific theories and achievements, and to recognize how they are related both to other areas of science and to our understanding of broader societal issues.
- To develop an understanding of the methods of natural science and a capacity to reason scientifically.
- To experience first-hand the scientific process method through discovery-based learning.

**Perspectives in the Creative Arts (PCA)**

**Course Structure:** A menu of three-hour courses to be taken from the first year onward.

**Exemptions:** Exempt for students taking at least nine hours in creative writing; dance; digital media production; music; recording industry studies; theatre.
Learning Objectives:
- To develop cognitive and affective appreciation for the process and products of artistic creation.
- To participate actively in the creation of an artistic product.
- To reflect on the nature and sources of aesthetic value.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts.

Physical Well Being (PWB)
**Course Structure:** A one-credit, two contact-hour, pass/fail course selected from a menu of courses devoted to physical and health education and activities taken any time in the first to fourth years.
**Exemptions:** None.
**Learning Objectives:**
- To develop lifelong habits of good health and physical activity.
- To increase awareness of the centrality of health and wellness for the pursuit of a good life.

The Social World (SW)
**Course Structure:** A menu of three-hour courses to be taken from the first year onward.
**Exemptions:** Exempt for students who complete at least nine hours in the social sciences, including anthropology, economics, international studies, journalism, media, rhetoric and culture, organizational communication and leadership, political science, psychology, sociology, science, technology and society, or strategic communication, or majors in the College of Education; students receiving a four or higher on AP Economics—Micro, Economics—Macro, or Psychology examinations.
**Learning Objectives:**
- To study selected questions about human beings and the social, cultural, economic, and political world in which they are embedded.
- To develop an understanding of the variety of quantitative and qualitative research methods social scientists use to study the social world.
- To develop the ability to discern the social, scientific, and ethical dimensions of issues in the social world, and to understand the interaction between a society’s values and its definition of social problems.

Texts and Ideas (TI)
**Course Structure:** A menu of three-hour courses to be taken from the first year onward.
**Exemptions:** Exempt for students who complete at least nine hours in approved Humanities courses, including most English, history, philosophy, religion, as well as literature courses taught in classical and modern languages; students receiving a four or higher on AP English Composition and Literature examination.
**Learning Objectives:**
- To engage in reading, writing, and discussion about important ideas drawn from the study of important texts in a variety of areas, including, among others, literary texts, dramatic texts, sacred texts, historical texts, philosophical texts, and scientific texts.
• To develop capacities for argument, interpretation, and aesthetic appreciation through engagement with these texts and ideas.

Additional Graduation Requirements

Writing Across the Curriculum Requirement (W)

**Requirement Structure:** Students must take one 300- or 400-level course of at least three hours in any part of the University that provides opportunities for formal and informal writing, with opportunities for revision. The course must be taken in the junior year or after. Courses meeting Writing across the Curriculum requirements will be designated with a “W” suffix.

**Exemptions:** None.

**Learning Objectives:**
- To refine habits conducive to good writing developed at earlier stages in core education and education in the major.
- To use writing both as a tool for learning and as a means for communicating about ideas within a discipline or profession.

Speaking Across the Curriculum Requirement (C)

**Requirement Structure:** Students must take one 300- or 400-level course of at least three hours in any part of the University that provides opportunities for formal oral communications assignments. Courses meeting the Speaking across the Curriculum requirement are designated with a ‘C’ suffix.

**Exemptions:** None.

**Learning Objectives:**
- To develop oral communications skills in the context of course- and discipline-specific materials.
- To use oral communications assignments to aid students in mastery of course- and discipline-specific content.

Indianapolis Community Requirement (ICR)

The Indianapolis Community Requirement (ICR) involves students in a wide range of reciprocal community partnerships wherein they can integrate classroom knowledge with active experiences in the Indianapolis community. ICR courses can accelerate the process whereby students master the skills of their respective disciplines, enhance their understanding of personal and social responsibility, develop intercultural competencies, and foster civic-mindedness. Importantly, the ICR is not volunteerism. Where volunteers may donate time to a project, the ICR is based on connecting experience outside the Butler classroom to academic learning goals within the classroom.

**Requirement Structure:** Students must take one course in any part of the University that involves active engagement with the Indianapolis community.

**Exemptions:** None
Learning Objectives:

- To have an active learning experience that integrates classroom knowledge with activities in the Indianapolis community.
- To use an experience in Indianapolis to further the individual student’s understanding of the nature of community and the relationship between community and his or her self.
- To further students’ commitment to service and ongoing involvement as community actors.

Butler Cultural Requirement (BCR)

Butler University has a rich set of cultural activities in the form of artistic performances, seminars, and public lectures that collectively comprise one of our most remarkable educational resources. The aim of the Butler Cultural Requirement is to engage students in these most valuable and exciting learning opportunities, and to encourage students to develop habits of participation in artistic and cultural events that will lead to lifelong engagement with the creative arts and public intellectual life.

**Requirement Structure:** Students must attend a total of eight cultural events (“Eight Before You Graduate”) on the Butler campus, such as lectures, performances, recitals, or exhibitions. Events eligible for BCR credit carry the BCR symbol. Ideally these will be spread out over a student’s time at Butler, but this is not required. Transfer students must complete at least one BCR credit for each semester enrolled at Butler University.

**Exemptions:** None

**Learning Objectives:**

- To discover that some of the most valuable and exciting learning opportunities at Butler take place outside the classroom.
- To develop habits of participation in artistic and cultural events that will lead to lifelong engagement within the creative arts and public intellectual life.

When the faculty adopted the current Core Curriculum in 2005, it also adopted a set of philosophical principles and a set of pedagogical principles for the core that serve to underpin the entire core education (see the Appendices to the Core Document). The guiding philosophical principle is perhaps the overarching goal of liberal education: “to develop students’ capacities to lead a good life; one characterized by knowledge of self, consideration for others, engagement in local and world communities, aesthetic discernment, enthusiasm for the life of the mind, and passion for life’s work.” Recognizing the importance of how we teach as well as what we teach, the document also espouses giving particular attention to the early years of college education, creating active learning environments, and integrating education and experience.

Based upon mission and these principles, the faculty identified 12 University-wide Student Learning Outcomes that state that students will:

1. Explore various ways of knowing in the humanities, social and natural sciences, quantitative and analytic reasoning, and creative arts.
2. Articulate and apply required content knowledge within their area(s) of study.
3. Find, understand, analyze, synthesize, evaluate, and use information, employing technology as appropriate.
4. Explore a variety of cultures.
5. Recognize the relationship between the natural world and broader societal issues.
6. Communicate clearly and effectively.
7. Demonstrate collaborative behavior with others.
8. Practice ways and means of physical well-being.
9. Acquire the skills to make informed, rational, and ethical choices.
10. Appreciate diverse cultures, ethnicities, religions, and sexual orientations.
11. Share their talents with Butler and the greater community at large.
12. Be exposed to the value of lifelong learning.

Several of these are directly addressed within the Core Curriculum. For example, while students have a choice of topic or theme, all FYS classes focus on the same learning objectives that clearly address University-wide SLOs 3 and 6 directly, and less directly, SLOs 1, 4, 7, 9, and 12. Details, including the SLOs for each area of the Core Curriculum and how such are mapped to the University-wide SLOs, can be found in the Annual Assessment Reports for the Core.

Assessment of the revised Core Curriculum illustrates promising gains in student learning. Moreover, we have been able to map core learning gains onto national student surveys to provide a richer view of student learning. The following, then, provides an overview of both of these assessments of student learning: a local level that shows student learning in individual areas of the core, and a global level that shows the impact the core may have on overall student learning.

Specifically, there are three highlights:
- Students are reporting learning gains in individual courses taught as part of the Core Curriculum.
- Campus assessment teams have identified learning gains in each area of the core that has been assessed.
- Full implementation of the core coincides with noticeable increases in overall learning gains as measured by national surveys.

These assessment results on student learning objectives are exciting and provide quantitative evidence that is supportive of the qualitative and anecdotal evidence we also have. Faculty members have suggested that the inception of the core and the new ways of thinking about learning objectives have had a positive effect on their other courses, as well. The core required that faculty rethink pedagogy, and this can be seen on syllabi that stress collaborative work and interdisciplinary approaches, and is revealed in courses that are founded on student learning. The full “Report on Student Learning Gains in the Core Curriculum” is available here.

Additionally, the principles and operational details of the Core Curriculum are made available to the campus community and the higher education community in several ways. All incoming students receive information about the Core Curriculum prior to registering for their first semester of classes. The core maintains a website that articulates each area of the core, includes a video about the core, and offers faculty comments about the various areas in the core. Butler is justifiably proud of its Core Curriculum, and its history with a core, and effort is made on campus to share the student learning successes and pedagogical innovations with a wider audience.
Subcomponent 3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Butler’s emphasis on a liberal arts-infused education for all students ensures that the University-wide SLOs listed in Subcomponent 3.B.2 are consonant with the capacities outlined in this subcomponent. In particular, the First Year Seminar objective focusing on general communication skills and the graduation requirements of Writing Across the Curriculum and Speaking Across the Curriculum courses indicate the University’s commitment to educating students who can communicate broadly and according to their disciplinary standards. This capacity is also addressed explicitly in SLO 6. Our promise to help students master modes of inquiry or creative work is implicit in SLO 1; SLO 3 ensures that students will be proficient in “collecting and analyzing information”; and “developing skills adaptive to a changing environment” is consistent with SLOs 4, 7, 10, and 12.

Each degree program must show how its major courses resonate with the University-wide SLOs. For example, the Department of Chemistry has a programmatic SLO that requires that students will “develop problem-solving skills through hands-on experimentation and analysis.” This SLO directly addresses the University SLOs 2, 3, 6, 7, and 9, as well as addressing the capacity of “analyzing information.” Also in chemistry, SLO 2 asks that students “communicate within and outside the chemical discipline.” Again, there is direct association between this, University-wide SLOs 6 and 7, and this subcomponent goal of communicating information.

The undergraduate programs within the College of Business (accounting, economics, finance, international business, management information systems, and risk management and insurance) list as one of their college-wide SLOs that “students should recognize and apply specialized, functional business knowledge to make decisions and solve business problems,” an objective that maps directly to University-wide SLOs 1, 2, 3, 6, and 9. The Academic Assessment Reports include tables mapping program-specific SLOs to University SLOs for all University degree programs. These mappings, which also include curricular matrices showing in which courses the SLOs are introduced and then refined, ensure that every undergraduate degree program is consonant with the University SLOs and thus provide an abundance of evidence in support of this subcomponent. More detailed information about assessment can be found in the discussion in support of Criterion Four.

Subcomponent 3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

Butler University subscribes fully to the goals of comprehensive internationalization and cultural diversification by pursuing an integrated, multi-dimensional strategy in which activity within any one area of internationalization or diversification is intended to be mutually reinforcing of initiatives in other areas. In the University’s current strategic plan, global awareness, study away, and cultural diversity occupy particularly prominent places.

Butler invests in faculty support and curricular development in international education through an internal grants program called Global Initiatives Grants; complete information about the program is available here. This program is jointly administered by the comprehensive faculty development program and the Center for Global Education. These grants, in existence since 2010, support new course
development, enhancement of area studies expertise and foreign language proficiency among faculty, and the creation of new short-term faculty-led study programs abroad.

The Center for Global Education has also been able to secure close to $1.5 million in external funding for Butler’s internationalization initiatives over the past 10 years from the U.S. Department of Education, Freeman Foundation, National Endowment for the Humanities, Fulbright Program, and the American Councils on International Education, among others. (See External Funding for CGE.)

Global, cross-cultural, and international perspectives and curricular materials are broadly diffused across the University’s Core Curriculum and within many departments and interdisciplinary programs. Within this context of broad diffusion, there are areas where international, global, regional, and cross-cultural subjects are particularly strong, including the Core Curriculum’s Global and Historical Studies. Courses currently offered in the GHS program include “South Asian Civilizations;” “Post-colonial Studies;” “Modernizing and Contemporary Europe;” “Frontiers in Latin America;” “East Asian Interactions;” “Resistance and Reaction: Colonialism and Post-colonialism in Africa;” “Global Women: Rights and Resistance;” “Change and Tradition in China and the Islamic Middle East;” and “Change and Tradition in Revolutionary Europe and Nigeria.”

Butler has a vibrant interdisciplinary major in International Studies. Students can concentrate in the study of Europe, Asia, Latin America, or Africa, combined with serious study of one of the languages of these world regions. The International Studies major cuts across traditional barriers between intellectual disciplines and draws on the resources of the departments of English; History, Geography and Anthropology; Modern Languages, Literatures and Culture; Philosophy and Religion; Political Science; and Sociology in the College of Liberal Arts and Sciences and the disciplines of Economics and International Business in the College of Business. There are 60-70 declared majors during a given academic year, graduating 10-12 each year. Participation in study abroad is nearly universal among International Studies majors.

Butler’s College of Business (COB) has long recognized the necessity of helping students develop a global mindset preparing for careers in the increasingly globalized and multicultural business environment of the 21st century. All COB undergraduates, regardless of major, are required to take at least one course with an international focus. COB also offers a major in International Business, with 50 or more students in a given year. The International Business major requires acquisition of at least high-intermediate proficiency in a language other than English, in addition to a rich interdisciplinary curriculum of business courses. Study abroad is strongly encouraged for all International Business Majors, and indeed, for all COB undergraduates. The COB’s MBA program also provides a concentration in International Business and offers regular international study trips. Recent destinations include Brazil, Chile, Hong Kong, Guangzhou, Singapore, and Argentina.

The Department of Modern Languages, Literatures, and Cultures in the College of Liberal Arts and Sciences offers majors and minors in Spanish, French, and German, a minor in Chinese, and additional coursework in Italian and Hebrew. Students with high-intermediate or advanced proficiency in Spanish can spend a fall semester at the University of Alcalá de Henares, not far from Madrid. A member of Butler’s Spanish faculty accompanies a group of up to 20 students. All students live with host families and participate in wide-ranging co-curricular activities and excursions to deepen their understanding of Spanish history, culture, and society, and to promote high linguistic proficiency and
sociocultural competence. Another summer intensive program emphasizing oral-aural communication skills and sociocultural competence has been held for several years in Guadalajara, Mexico; a new program in San Jose, Costa Rica, is under development. Students who complete two years of Chinese language study may participate in a six-week intensive language and culture program in China during the summer. These are but a few of the global opportunities offered to Butler students.

Butler’s Peace and Conflict Studies program seeks to promote a critical understanding of the nature and dynamics of violent conflict and the conditions and practice of peace. It provides a program of study for students who wish to focus on issues of violence and conflict (interpersonal, intergroup, and interstate), justice, human rights, and peace. Many of the faculty members who teach in the program are actively engaged internationally and a large number of Peace Studies students participate in study abroad.

The College of Pharmacy and Health Sciences offers an elective track in medical Spanish to assist pharmacists in communicating with Spanish-speaking persons in underserved health communities. Approximately 11 percent of Pharm.D. students graduate with a major or minor in Spanish or with the medical Spanish track.

Many Butler faculty members are involved in international activities that form the core of their scholarly work and identity. Faculty in the humanities, social sciences, and the arts regularly develop courses focused on international themes or concentrated on cultural diversity. Faculty members in the natural sciences clearly recognize that science is a global endeavor; a number collaborate in teaching and research with colleagues in many other countries; some organize study trips abroad for their students. Biological Sciences, for example, sponsors a course or research opportunities in tropical biology held at the Smithsonian Tropical Research Institute in Gamboa, Panama. The University Honors Program offers an honors course in Global Public Health every year and the Core Curriculum offers a Health Disparities course as part of the Social World requirement.

In each of our professional colleges—Education, Business, Pharmacy and Health Sciences, Arts, and Communication—faculty members are engaged internationally in ways appropriate to their particular field or discipline. For example, Professor of Finance Roberto Curci and Professor of Music Doug Spaniol each completed Fulbrights in 2011–2012 in Hong Kong and in England, respectively. Professor of Pharmacology Kent Van Tyle organizes an annual January study trip to Cuernavaca, Mexico, where students concentrate on Spanish for medical purposes and learn about the Mexican health care system. In COPHS, a summer program in China to explore traditional Chinese medicine was inaugurated in 2012 and another is being scheduled for May 2013. Professor of Music Tim Brimmer serves as a consultant in music education and vocal jazz for the Hong Kong Music Educators Society and for the Hong Kong Institute of Education and organizes an annual study and performance trip abroad for members of the Jordan Jazz student vocal ensemble.

Butler University’s name is widely known in the field of international education because of our long affiliation with the Institute for Study Abroad (IFSA-Butler). IFSA was established on Butler’s campus in 1988 and has grown to be one of the largest and highest-quality study abroad provider organizations in the country. Butler University serves as the school of record and issues transcripts for more than 3,400 students from universities throughout the United States who study abroad with IFSA-Butler programs each year.
While the University is proud of its association with the Institute for Study Abroad, the responsibility for all international activity by the students of Butler University itself lies with the Center for Global Education (CGE). Overall, the CGE reports that 38 percent of Butler students participate in study abroad during their academic career. Our students have several options—programs the University organizes and led by Butler faculty members; reciprocal exchanges with partner universities, the ISEP (International Student Exchange Program) network, of which Butler is a member; and programs offered by other U.S. universities and by study abroad provider organizations such as IFSA-Butler, CIEE, SIT, and others. In 2010–2011, a record number of undergraduates (157) studied abroad during the academic year.

In recent years, Butler University has developed Global Adventures in the Liberal Arts (GALA), a semester-long faculty-led program that takes students to several countries in a particular world region. This program is aimed at sophomores and the courses taken can satisfy a number of Core Curriculum requirements. GALA is especially attractive to students in professional colleges and other disciplines with vertical sets of required courses, as it is often difficult for such students to find suitable classes abroad. One Butler faculty member travels with the student group for the entire semester and teaches one or two courses. Three other faculty members join the group at different times during the semester to offer intensive courses focused on the location of the group at that time. Recent destinations have included Western Europe, East Asia, and Latin America.

Butler University also offers short-term faculty-led programs in the summer with total enrollments of approximately 150 student participants each summer. Examples from the summers of 2010–2012 include:

- Intensive Spanish in Guadalajara, Mexico
- Digital media production in Cologne, Germany
- Vocal jazz performance and music education in Hong Kong
- Advanced ballet study and performance in Poland, Russia, and Austria
- Classical Studies/Roman Perspectives in Italy
- Leadership in London, England
- Tropical Biology at the Smithsonian Tropical Research Institute, Panama
- International Accounting Standards in Chile
- Educational practices in Greece and Italy
- Summer Theatre Intensive program in Russia at the Moscow Art Theatre School and in St. Petersburg

For summer 2013, 10 faculty-led programs for students are planned with destinations including South Africa, China, and several sites in Europe and Central America.

Over the past decade, the University has built a global network of front-rank partner institutions for academic cooperation and exchange. These affiliations are utilized for reciprocal student exchanges as well as for various collaborations among our respective faculties in research, curricular development, and creative activities. The student exchanges are important opportunities for real cultural immersion. In addition, students from our partner universities who matriculate here at Butler interact with our students, faculty, and staff and bring their own national (and individual) perspectives into our classrooms, residence halls, student organizations, and related activities. Current partner institutions include:
Subcomponent 3.B.5.  The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Butler promotes research, scholarship, and creative activity both by faculty and students, and our commitment is supported by a number of University-wide programs and initiatives. Faculty and student contribution to disciplinary scholarship and creative endeavors is wide-ranging. The University fosters scholarship, creative work, and the discovery of new knowledge across all colleges for faculty through the comprehensive faculty development program and the Butler Institute for Research and Scholarship (BIRS).

The comprehensive faculty development program encourages and supports advances in research, scholarship and creative work, as institutional language, found here on the website, attests:

“Faculty who are active scholars, engaged in their disciplinary fields, and aware of the ongoing expansion of knowledge within their academic areas fulfill an important part of their professional development and responsibility. Scholars who actively teach and reflect upon their teaching will bring into their research, scholarly, and creative endeavors the curiosity and insights that arise within the classroom and help to foster within students a lifelong love of learning. The University and the individual colleges both offer several funding opportunities that assist faculty in their research, scholarship, and creative work, and their curriculum and pedagogy enhancement.”

Faculty development programming provides important opportunities to enhance and celebrate the work of the faculty. The Brown Bag Series for Research, Scholarship, and Creative Work sponsors presentations by six to eight faculty each semester. An annual spring event, co-hosted by the Butler Libraries and the Butler Institute for Research and Scholarship, recognizes the professional accomplishments of the faculty and staff. Each year, faculty are encouraged to send to the library citations—as well as physical items if possible—for anything they have written, performed, or created during the previous year. Submitted items are put on display for the month of February (founders’ month at Butler), and a bibliography is assembled and published. For the 2012 celebration, 72 faculty members contributed 189 items to the event. In 2011, a 10-year retrospective bibliography was published in honor of the 10-year anniversary of the event.
Finally, *Lives of Purpose*, a compendium of faculty accomplishments in their scholarly fields, is published every two years. The most recent document is available [here](#) and copies are distributed to members of the Board of Trustees, Advancement, and Admission staff.

The Butler Institute for Research and Scholarship (BIRS) supports faculty through its internal and external grants programs and administrative oversight of research compliance and intellectual property issues. The internal grants program includes the Butler Awards (BAC) for faculty research and creative endeavors in arts, humanities, and (qualitative) social sciences and the Holcomb Awards (HAC) for faculty research in the sciences and (quantitative) social sciences. Internal grants also support curriculum development, workshop participation, and conference attendance. During the past 10 years, the BAC and HAC internal grant programs have annually awarded $269,900 in support of such projects and travel. In most cases, the deans’ offices in each college also contribute to conference travel where scholarship is being presented.

BIRS also supports faculty and staff initiatives to obtain external funding from public and private funders through assistance searching for funding opportunities, proposal development workshops, and one-on-one consultations. The Institute has a full-time pre-award manager, who works directly with faculty seeking external funding and enjoys an excellent working relationship with the Finance Office, which monitors grant budgets. A listing of grants workshop opportunities and BIRS services is available on the Web [here](#).

Between the 2001–2002 fiscal year and 2010–2011, Butler University was awarded $59,605,220 in extramural funding. (This figure represents all external grant activity, including grants that were processed through the BIRS as well as those that went through the University’s Office for Corporate and Foundation Relations. It does not include gifts made to the University.) These grants were awarded to the University by private foundations as well as federal, state, and local agencies. Extramural funding supports the entire range of University endeavors, from the construction and maintenance of facilities, equipment purchases, co-curricular programming and student scholarships, to faculty-led research, scholarship, and creative works. In the past three years alone, Butler has been awarded federal grants from the National Science Foundation, the National Endowment for the Humanities, the U.S. Department of Education, the National Oceanic and Atmospheric Administration, and the National Park Service, a division of the Department of the Interior. See [Extramural Funding](#) for a list of extramural funding for the period between 2001–2002 and 2010–2011. Internal grant recipients for 2011–2012 and 2012–2013 are listed on the BIRS website as are [external grant awardees](#) since 2009–2010.

Matching funds are often available through BIRS to strengthen external grant applications and ensure that projects can come to fruition. The matching fund, which was initiated in 2005 with a grant from Lilly Endowment Inc., contributes up to $40,000 annually to external grants. Faculty and staff whose grant applications require or strongly encourage matching funds can request matches from BIRS. Matching requests are approved based on budgetary requirements and application guidelines for each individual grant.

In addition to the matching fund, BIRS administers an equipment fund that allows each of the colleges to submit an annual request for funding for college-wide equipment purchases. The University commits $25,000 annually to the fund; any request must be matched at a 1:1 ratio by the college.
This fund was also initiated through the grant from the Lilly Endowment Inc. As with the matching fund, after the grant period concludes, the University continues to fund this initiative.

The University understands that its commitment to research, scholarship, and creative work also must be complemented by programs that educate personnel and monitor such work. Thus, BIRS also supports faculty and staff in the area of research compliance, including Responsible Conduction of Research, Institutional Review Board, Institutional Animal Care and Use Committee, Institutional Health and Safety Committee, and conflicts of interest and intellectual property rights. Full details are in the discussion in support of Criterion Two.

BIRS presents workshops throughout the year on all issues related to BIRS’s areas. Topics include the following: Internal Grant Policies, Applying for External Grants, Searching for External Funding on the SPIN Database, Developing Proposals for Grants and Fellowships, Building Budgets, Compliance Policies, Intellectual Property Rights (University Policies), and Responsible Conduction of Research. In addition to workshops, BIRS also organizes external speakers to keep faculty and staff up to date on grant, compliance, and intellectual property rights issues. In the past few years, BIRS has hosted presentations on Fulbright Exchanges, Intellectual Property Rights, and Publishing at an Academic Press.

The comprehensive faculty development program administered by the associate provost for faculty affairs in conjunction with the Faculty Development Advisory Board also provides numerous programs designed to enhance faculty professional work in all areas. This vigorous program of faculty professional development supports a number of initiatives, including new faculty orientation, a series which begins in the fall semester but continues throughout the academic year. The annual Fall Faculty Workshop brings the majority of faculty together before the start of classes. “Faculty Food for Thought” is a series of informal lunchtime conversations focusing on a variety of topics, including changes in academic libraries and changing teaching through technology. Topics for 2012–2013 can be found here with archived listings here. More formal presentations by faculty occur in regular “Brown Bag” presentations. Other opportunities, such as reading groups, online writing support, summer teaching and learning workshops, and other events all contribute support to faculty. A Faculty Development Library with titles focusing on publication and grant writing is available to all faculty. The full listing of the comprehensive faculty development program can be found here.

For the past four years, the Provost’s Office has supported a year-long celebration of intellectual and creative inquiry focused on one theme. Priority Six of the current strategic plan calls for making Butler a more stimulating, collaborative, and supportive workplace, and these efforts in year-long communal inquiry speak directly to that priority. The Sunset Project (2009–2010) was the first in the series; the Waters Project (2010–2011), and the Earth Project (2011–2012) followed. The series continues in 2012–2013 with “risk” as the theme. More detail on support for faculty is provided in Subcomponent 3.C.4.

Student scholarship and research are supported by Butler University primarily through the Center for High Achievement and Scholarly Engagement (CHASE). The Butler Summer Institute (BSI) is a program designed to allow up to 30 students per summer to be mentored by a faculty member while pursuing a significant research question or producing a creative work. Competitive grants in the form of a $2,500 stipend and free housing are available for students interested in participating in BSI. The
quality of the work produced during BSI is often worthy of acceptance at a professional conference or of publication in a professional journal. This work also often leads to the completion of a senior honors thesis.

The Undergraduate Student Research Program (USRP), funded by the Fairbanks Foundation, provides financial support for undergraduate students in the natural, social, and mathematical sciences, allowing them to collaborate with a faculty mentor during the academic year. Students can apply for stipends of $2,500 using a competitive proposal process. Faculty mentors for either BSI or USRP students receive a professional allowance for support of the project.

Through the CHASE office two kinds of undergraduate student grants are awarded by the Programs for Undergraduate Research: student travel-to-present grants (up to $250) and student thesis grants (up to $500). The total budget for these grants is $7,500 annually. In 2011–2012, $6,738 was awarded to students under these two grant programs.

Since 1988, the Butler Undergraduate Research Conference (URC) has provided a professional-type forum for students from all disciplines to present the results of their research and creative endeavors. Approximately 800 students from more than 50 colleges and universities around the country participated in last spring’s URC, presenting summaries of their work in sessions via oral presentations, poster presentations, or visual arts displays. The silver anniversary of the URC will be held on April 12, 2013.

CHASE also is the home of the University Honors Program involving about 400 students each year in honors classes, cultural events, and seminars. The Honors program’s capstone event is the writing of an honors thesis. These honors theses include original research in the humanities and sciences, video productions, performances, and creative writing. Students who complete the University Honors Program are eligible to graduate either magna or summa cum laude, depending upon overall grade point average.

In May 2012, 16 students graduated magna cum laude and 12 students graduated summa cum laude. Students may also pursue departmental honors (i.e., honors-in-discipline) through success in course work, in passing a departmental examination, and/or in completing a thesis. To maintain academic standards, all thesis proposals (whether for completion of the University Honors Program or for departmental honors requirements) are reviewed through the honors boards of each college. Students who successfully complete the work at the departmental level may graduate with high honors or highest honors in their discipline. Forty-seven students in spring 2012 submitted honors theses for either departmental honors, University honors, or both. Generally, 45-55 honors theses are submitted each year. Completed theses are bound and displayed in the Ruth Lilly Science Library and, more recently, completed ones also are posted to the Digital Commons.

CHASE also supports students interested in post-baccalaureate study. The office advises students on issues related to selecting and applying to graduate and professional schools, organizes guest speaker and workshop events, provides mentoring and networking opportunities, and maintains a resource library. Advisors are available to guide students with interest in pre-law, pre-health professions (including pre-medicine, pre-dentistry, pre-optometry, pre-physical therapy and pre-veterinary medicine) or graduate school. CHASE also offers recruiting, coaching, and mentoring students interested in applying for nationally competitive scholarships and fellowships such as the Rhodes, the Goldwater, and the Truman programs. Recent Butler University fellowship and scholarship winners are listed here.
Library support for scholarship is demonstrated by the Digital Commons@Butler, the University’s first institutional electronic repository for Butler faculty and student scholarship as well as important historical campus documents. The Digital Commons@Butler supports selected Butler scholarship and other Butler works, enabling us to promote Butler scholarship to a global audience. The Digital Commons was launched in 2008 and currently contains more than 4,000 items, including articles and chapters produced by Butler faculty, student theses, and publications sponsored by the University. See Digital Commons for further description of the Digital Commons.
CORE COMPONENT 3.C.

The institution has the faculty and staff needed for effective, high-quality programs and student services.

One of the hallmarks of a Butler education is the supportive academic environment enhanced by the close interaction between faculty, staff, and students. This interaction would not be possible if Butler did not maintain sufficient numbers of qualified and dedicated faculty and staff. The University adheres to faculty hiring guidelines that demand certain degree attainment by faculty and to staff hiring protocols that ensure a retinue of highly qualified staff members.

Subcomponent 3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

Butler University has sufficient numbers of faculty members to perform both the teaching and the non-teaching roles of faculty. Over the past 10 years, the number of full-time-equivalent (FTE) students at Butler University has increased from 4,050 in fall 2002 to 4,444 in 2011, an increase of 9.7 percent. Over the same time period, the number of FTE faculty has increased from 324 to 394, an increase of 21.6 percent. The ratio of FTE students to FTE faculty has consequently decreased over the same time period from 12.5 in the year 2001 to 11.3 in 2011. These data suggest that the institution has sufficient numbers of faculty members to carry out all the responsibilities of faculty.

![FTE Students to FTE Faculty](source)

Butler University also has sufficient continuity of faculty members to accomplish the roles of faculty. In fall 2011, the average number of years of service for faculty across all the University is highlighted in the table below. These high average years of service are also a strong indicator of faculty dedication to the University. Many of the faculty, especially the tenure-track ones, are “Butler lifers.”
In addition, Butler has effective structures in place that support the roles of faculty and provide institutional expectations for faculty credentials. The Faculty Handbook and the Administrative Guidelines for Faculty Hiring ensure clear direction in faculty recruitment. New faculty orientation and mentoring programs are designed specifically to assist faculty in making a successful transition as a member of the faculty.

Appropriate curricular mechanisms exist that fully vest faculty with responsibility for and oversight of the curriculum. The Faculty Handbook grants the Butler University faculty curricular authority, which the faculty takes very seriously. The University Curriculum Committee and the Core Curriculum committee are standing committees of the Faculty Senate; each college has college curriculum committees as well, as do many of the larger departments.

The Faculty Handbook also details the extensive role of faculty in rehiring, promotion, and tenure processes. Each of the six colleges has an elected Promotion and Tenure Committee on which members of the college faculty serve. In addition, faculty are intimately involved in the assessment process, setting SLOs (both programmatic and University-wide), selecting and implementing assessment methodologies annually, overseeing program review and specialized accreditation efforts, and making curricular changes based on the results.

To be sure, these mechanisms and practices are vital for the health of the institution and for maintaining faculty engagement in shared governance. There are, however, a few challenges. The student-faculty ratio, currently at 11.3, is impressive, and perhaps also unsustainable. Recent proposals for an increased student population, if realized, may put pressure on many academic areas and their faculty, requiring tough decisions by academic affairs administration about the appropriate size of departments and programs. Will the University, for example, have the appropriate number of faculty in the right areas to ensure supportive student learning? With respect to assessment, the University is pleased to have made significant progress since its last reaccreditation, yet the current model of assessment is showing signs of tiring and still has not made the full move from an administrator-led program to one that fully vests faculty with assessment of student learning. None of these challenges are insurmountable for the University, and, if engaged thoughtfully, all hold the promise for innovative responses.

Subcomponent 3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

One of Butler University’s greatest strengths is our accomplished and dedicated faculty. To maintain the academic quality of our programs, we invest considerable time, effort, and resources to recruit faculty who are excellent teacher-scholars and who represent a broad range of disciplinary expertise and
experiences. Furthermore, we know that to attract qualified students, to prepare them for a complex, multifaceted, multicultural, global environment, and to educate them for lives of meaning and purpose, our faculty must represent the same. Our entire University is strengthened when the community is revitalized by well-qualified faculty members who increase the diversity of recognized academic and artistic accomplishments, provide academic role models for their students and the community, and culturally enrich the life and mission of the University. A list of faculty members with their educational credentials can be found beginning on page 369 in The Bulletin.

Specifically, prospective faculty must have a master’s degree or terminal degree in their field in order to teach at the collegiate level. On occasion, in certain teaching staff positions such as executive-in-residence, a bachelor’s degree with considerable work experience is permitted. These credential requirements are applicable to all full-time and contingent faculty.

Faculty searches are not only critical elements in the renewal of the faculty, but they also reflect upon the quality and reputation of Butler University. The University strives to have all aspects of a search conducted in an informed, professional manner that not only brings the University the best possible colleagues, but also that treats all applicants legally, ethically, and courteously. The “Administrative Guidelines for Faculty Hiring” document is intended to further those ends by providing guidelines, expectations, and best practices for faculty searches. Butler University’s processes to ensure hiring of appropriately credentialed faculty are also addressed in the Faculty Handbook, (20.30.10: Recruitment and Appointment Policies and Procedures) and the Board of Trustees Policy on Background Checks found here.

When applying for full-time or contingent faculty positions, candidates must submit a letter of application, curriculum vitae, transcripts, and at least three current letters of reference. Official transcripts are required before hiring. Prior to an invitation to interview on campus, candidates are also required to undergo a background check. A position cannot be offered until the background check and credentials check is completed and acceptable.

Academic credentials and contract letters of all full-time and contingent faculty are housed in the dean’s office of the college of assignment. Each college has its own procedure for reviewing updated credentials of all faculty. In general, the first indication of new credentials is noted through posting in the annual Faculty Activity Report. There is no Butler review of credentials of faculty from other universities teaching in collaborative or consortial programs. (Butler does not at this time offer dual credit courses.) It is assumed that those faculty members are appropriately credentialed because our institutional partners are all accredited by a regional accrediting body.

Subcomponent 3.C.3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Section 20.30.20 of the Faculty Handbook provides a framework under which faculty evaluation at Butler is conducted. The policy calls upon each college, department, or program to develop specific criteria for periodic evaluation of faculty in the areas of 1) teaching, 2) research, scholarship, and creativity activity, and 3) service. The policy describes sources of input into the evaluative process including students, self, peers, department or program heads, and department or college faculty. All probationary faculty are peer-reviewed each semester. The Professional Standards Committee of each
college may be involved in setting standards and guiding the evaluation process. The evaluation process is used for personnel decisions, faculty development, and salary increases. The results of this process may also form the basis of review for promotion and tenure. The evaluation process includes course evaluations by students, annual faculty activity reports, and formative and summative promotion and tenure review.

As one method of evaluating teaching effectiveness, all Butler University courses are currently evaluated by a standardized evaluation instrument that provides formative and summative information for faculty and course development. Experiential and performance-based courses are exempted from the standardized evaluation but are expected to be evaluated using an appropriate rubric to assess the course and instructor and provide constructive feedback. The standardized evaluation form currently in use is from the Individual Development and Education Assessment (IDEA) program. The IDEA program provides a range of nationally normed, research-driven assessment services that helps faculty solicit feedback and evaluate teaching as it relates to curricular goals and measurement of learning.

All faculty members are required to complete and submit a Faculty Activity Report each January that documents teaching, research, or scholarly activity and service and completion of previously set goals for the year. There is some variation in report format between colleges and disciplines to record the most appropriate data for individual faculty. Faculty then meet with department chairs/program directors to review the document, agree on goals for the new year, and rank the faculty member’s performance on a five-level scale: outstanding, above expectations, meets expectations, needs improvement, or unsatisfactory. The document is then signed by the faculty member and administrator. The signature does not mean the faculty member agrees with the summation but has reviewed it. Annual faculty activity reports play a major role in salary determination and evaluation for promotion and tenure.

Promotion and tenure guidelines are included in Section 20.30.40 of the Faculty Handbook. Butler University’s policies regarding tenure are consistent with the intent of the American Association of University Professors to protect academic freedom and provide academic due process. Generally, faculty members undergo two- and four-year formative reviews, and a summative review for promotion to associate professor and tenure in year six. (Some variations of this timeline may occur for faculty hired with previous university-level appointments.) The policy describes procedures for reviews and recommendations by:

- The department chair of probationary faculty (annually)
- Department and college (every two years)
- Dean (every two years)
- College Professional Standards Committee at the time of application for promotion and/or tenure, or, if requested by the candidate or dean, at the second or fourth year
- University Promotion and Tenure Committee at the time of promotion and/or tenure
- Provost at the time of promotion and/or tenure
- President at the time of promotion and/or tenure

The final decision for the award of promotion and/or tenure rests with the Board of Trustees. Per the above policy, the Professional Standards Committee of each college is responsible for drafting college-specific guidelines for promotion and tenure review; the tenured faculty members of a department will be responsible for the department-level tenure review.
The University provides an inclusive list of criteria in each of the three areas—teaching, scholarship, and service. These criteria are understood to be suggestive and not exhaustive, and form the umbrella under which college- and department-specific criteria are housed. In addition to these guidelines in the Faculty Handbook, each of the colleges (CCOM, COB, COE, COPHS, JCA, LAS) has a set of guidelines.

Non-tenure track, continuous appointment faculty are reviewed annually through completion of the Faculty Activity Report and student course evaluations. They meet at least annually with their department or program chair to review the accomplishment of goals from the previous year, and to establish goals for the upcoming year. Adjunct faculty members are evaluated through course evaluations each semester.

**Subcomponent 3.C.4.** *The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*

To engage students fully in their learning, members of the faculty need to continually renew their knowledge base, create their own contributions to the world’s knowledge, and develop the best methods for sharing with students not just knowledge, but a passion for learning. The processes described in Subcomponent 3.C.3 and the opportunities afforded by the grants program help ensure that instructors are current in their disciplines and adept in their teaching roles.

The comprehensive **faculty development program** supports faculty in achieving their own potential as teachers, scholars, researchers, and creative artists, and supports a faculty member’s development as a thoughtful participant and leader in the Butler community. Responsive to the professional needs and interests of each faculty member in all stages of an academic career, the faculty development program includes support for teaching initiatives and faculty research, scholarship, and creativity (see Subcomponent 3.B.5) and provides on-campus opportunities for focused conversation on the teacher-scholar model, pedagogy, assessment of student learning, and collaboration among colleagues. The program is led by the associate provost of Faculty Affairs, who partners with the Faculty Development Advisory Board and with all University faculty. Key programs available for faculty development include resources relating to **Assessment Tools and Course Evaluations, New Faculty, Curriculum and Pedagogy, Academic Technology, and Teaching Observation**. The Office produces a **Faculty Development Newsletter** that is distributed to all faculty and academic affairs staff to keep them abreast of the opportunities throughout the academic year.

Of particular note are two special programs. For more than a decade, the University has supported a semester-long Faculty Pedagogy Seminar offered each fall by Professor Marshall Gregory from the English Department. Limited to 12 participants, the seminar offers an opportunity for faculty from across the University to reflect on the art of teaching by engaging in thoughtful and extended conversation about pedagogical issues.

For the past several years, the Center for Faith and Vocation has sponsored a workshop for faculty and staff on vocation that engages participants in an examination of their own vocational life choices and commitments. The workshop’s success has led to an increased practice by many participants of incorporating issues of vocational discernment into their own teaching or professional work.
Overall, opportunities at Butler abound for faculty to develop professionally. Since AY 2009–2010, several new grant programs have directed funds to the faculty in direct support of their faculty roles and responsibilities. Course development and pedagogical innovation are supported by the Core Curriculum and by the Butler and Holcomb awards funds described earlier. Enhanced international experiences for faculty are supported by the Global Initiatives Grants, as well as by various faculty development programs. Support for incorporating technology into pedagogy is supported by the Center for Academic Technology, which sponsors training workshops and one-on-one tutorials for faculty. Department chairs and program directors ensure that their faculty, through the annual review process, are current in their disciplines, adept in their teaching, and active in their discipline. And with the exception of the annual review process and consideration for tenure (for tenure-track faculty), all of the opportunities are optional for faculty, allowing them to concentrate on one area of their professional lives or another at different points in the careers.

**Subcomponent 3.C.5. Instructors are accessible for student inquiry.**

Butler University faculty members have long been committed to academic excellence and student engagement; they offer students a challenging and supportive education; they practice service to the campus and in the world; and they cultivate an intellectual and social community. While Section 20.20.30 of the Faculty Handbook mandates that instructors hold at least one office hour for each three hours of scheduled instruction, the faculty culture at Butler is one of considerably more accessibility and engagement with students. Faculty post their office hours outside their office doors, and hours of availability usually appear on syllabi. (Sample Syllabi are located in the Resource Room.) The small physical footprint of the campus, additionally, allows for informal interaction at common campus meeting spots, such as Starbucks or the libraries.

In addition, the Center for High Achievement and Scholarly Engagement (see Subcomponent 3.B.5) and the Center for Global Education (see Subcomponent 3.B.4) offer additional opportunities to link faculty and students in stimulating intellectual inquiry.

The Center for High Achievement and Scholarly Engagement has a two-pronged mission: the enrichment of educational experiences while undergraduate students are at Butler through programs of high-impact educational practice (undergraduate research, internships, domestic study away, honors) and the opportunities for continuing study after graduation (professional and graduate school advising and opportunities to apply for nationally competitive fellowships and scholarships).

The Center for Global Education collaborates with colleges, academic departments, and programs throughout the University to build international expertise, forge linkages with partner institutions abroad, and expand opportunities for students, faculty, and staff to broaden their horizons and deepen their understanding of global issues. The Center assists faculty and students in planning, promoting, and sustaining study-away semester programs as well as Butler faculty-led summer programs.

Butler also assesses faculty and student intellectual engagement using data from the National Survey of Student Engagement (NSSE) and Faculty Survey for Student Engagement (FSSE). The five-year average (2007–2011) response of the NSSE question 7d: “Work(ed) on a research project with a faculty member outside of course or program requirements” indicates that:
• Butler University senior students had the highest five-year average of frequency of engagement (41.2 percent) when compared to NAC&U (35.4 percent), Carnegie Class (30 percent), and NSSE (32.8 percent) schools.

• The frequency of engagement of Butler seniors increased 3.2 percent over the same five years while NAC&U, Carnegie Class, and NSSE schools saw a decrease in the frequency of engagement 4, 5.8 and 5.2 points respectively over the same five-year period.

Table 3C5.1 NSSE Engagement Item Frequency Distributions 2007–2011*

<table>
<thead>
<tr>
<th>Year</th>
<th>Butler</th>
<th>NAC&amp;U</th>
<th>Carnegie</th>
<th>NSSE</th>
<th>Butler</th>
<th>NAC&amp;U</th>
<th>Carnegie</th>
<th>NSSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>44%</td>
<td>40%</td>
<td>37%</td>
<td>41%</td>
<td>42%</td>
<td>40%</td>
<td>30%</td>
<td>35%</td>
</tr>
<tr>
<td>2010</td>
<td>37%</td>
<td>42%</td>
<td>38%</td>
<td>39%</td>
<td>40%</td>
<td>37%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>2009</td>
<td>35%</td>
<td>38%</td>
<td>36%</td>
<td>38%</td>
<td>41%</td>
<td>33%</td>
<td>29%</td>
<td>32%</td>
</tr>
<tr>
<td>2008</td>
<td>36%</td>
<td>40%</td>
<td>36%</td>
<td>37%</td>
<td>41%</td>
<td>34%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>2007</td>
<td>38%</td>
<td>37%</td>
<td>32%</td>
<td>35%</td>
<td>42%</td>
<td>33%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>5 year avg.</td>
<td>38%</td>
<td>39.4%</td>
<td>35.8%</td>
<td>38%</td>
<td>41.2%</td>
<td>35.4%</td>
<td>30%</td>
<td>32.8%</td>
</tr>
</tbody>
</table>

7d - Did you “work on a research project with a faculty member outside of course or program requirements?” (Plan to do and did)


The table above is also indicative of the culture at Butler; over the past five years, an average of 38 percent of first-year students expect to work with faculty directly. For faculty in 2011, the Faculty Survey of Student Engagement (FSSE) showed that 56 percent of faculty members indicated that “student work on a research project with a faculty member outside of course or program requirements” (question 1d) was either important or very important. This compares with 37 percent in 2003. (See FSSE 2011.)

Subcomponent 3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Staff members who provide student support services are dispersed widely across campus in offices dedicated to providing specific kinds of support. A table found here lists the staff and their qualifications for some of the key support areas, including academics (Learning Resource Center, Student Disability Services, Library Subject Liaisons), financial aid advising (Financial Aid), counseling (Counseling and Consultative Services), and co-curricular activities (PuLSE). Although this list of student support service offices is not exhaustive, it is representative of the kinds of services available to students.

Focusing on the educational qualifications of staff included in this table reveals that 20 of the 36 staff members listed have earned a masters-level degree or higher. Many of these graduate degrees are in the fields of higher education or counseling, suggesting a match between educational background and student needs. In addition, the majority of staff members have significant professional work experience
in the field of higher education, with all directors possessing at least 10 years of experience in their respective fields.

The Department of Human Resources provides training opportunities for staff, some of which are listed here. All staff members may also participate in technology training opportunities offered by Information Technology (IT) and the Center for Academic Technology. In addition to live training events, coaching sessions, and Butler-created tutorials, IT offers quick access to online training materials. A complete list of technology training resources offered by Information Resources can be found here. A Help Desk is also available to answer technology questions and to troubleshoot.

Full-time Butler employees may also take Butler courses for credit tuition-free. This tuition remission policy applies both to undergraduate and graduate courses. There is also a remission policy for adjunct faculty and a partial remission policy for part-time staff. See the Tuition Remission Policy document for more details.

Finally, most academic support departments have funds that allow staff members to attend conferences. Such attendance is encouraged by supervisors; for example, for each of the past three years, two members of the CHASE staff have attended the national conference of the National Collegiate Honors Council.
CORE COMPONENT 3.D.

The institution provides support for student learning and effective teaching.

Butler’s mission of providing a high-quality educational experience for students requires a substantial investment in effective support structures for both student learning and effective teaching. A few of the supporting programs for effective teaching were described in discussion of Core Component 3.C. Descriptions of our highly effective student support programs follow.

Subcomponent 3.D.1. The institution provides student support services suited to the needs of its student populations.

Support for students at Butler is a shared responsibility among many offices and units at the University. The Office of Student Affairs offers programs and services that assist students in their holistic development, guided by a philosophy that focuses on the concept of wellness for healthy living, reflecting the values of the Butler community. This approach requires that student services offered by Student Affairs are proactive, intentional, and committed toward healthy living over a lifetime. The wellness model is multi-dimensional, including mind/body, social, cultural, community, life skills, meaning/purpose, and intellectual aspects. More specific information about the availability of services for each wellness dimension can be found [here](#). The breadth and depth of services offered demonstrate that the University has the capability and ethos to address the varied needs of our student population.

These beliefs are manifested in the University’s “Community of Care.” Butler works to empower every person to engage in healthy behaviors, to support others in doing the same, and to look out for one another. This collective responsibility fosters a strong, healthy, and connected community, specifically by focusing on encouraging healthy behaviors, enhancing safety, addressing concerns, and assisting students. In particular, these offices are paramount to the success of student support services:

Counseling and Consultation Services (CCS) provides short-term individual therapy, group therapy, on-call crisis response, and a breadth of outreach programming to the campus community. With the exception of substance abuse and psychiatric consultations, services are available at no charge to students. CCS conducts the Outcome Questionnaire assessment with clients at first, fifth, and final visit. It shows overwhelmingly that students report increased functioning and confidence as their sessions continue.

Health Services provides acute care to sick or injured students, preventative care, and patient education. A full-time family practice-certified physician and nursing staff are available Monday-Friday in the on-campus clinic located in the Heath and Recreation Complex (HRC). Health insurance is billed for services rendered with residual charges posted to students’ accounts.

Dining Services manages several sites of food service on campus to include both of the all-you-care-to-eat facilities (Atherton Marketplace and Residential College), Starbucks, C-Club, Zia Juice Bar (HRC), and a convenience store located in the Apartment Village. In addition to meal plans, there is an optional Dawg Bucks declining-balance program that allows all campus community members to purchase food using their ID cards. This program has recently expanded to include a few off-campus providers.

The Health and Recreation Complex provides optional services for students and other members to include massage therapy, nutrition counseling, personal training, fitness classes (including a freshman
fitness program), intramural and club sports, aquatics and swimming lessons, and a high ropes course.
The HRC also offers American Council on Exercise and Aerobics and Fitness Association of America
certificate programs in yoga, sports conditioning, pilates, and aerobics, as well as American Red Cross
lifeguard, water safety instructor, first aid, and professional rescue training courses.

**International Student Services** are coordinated by the associate director of diversity programs to
include immigration, employment information, and assistance and campus orientation.

**Temporary disabilities**, conditions that tend to be of limited duration, are handled through the dean
of student life or dean of student services. Reasonable accommodations will be provided when pos-
sible. The Office of the Vice President of Student Affairs can be contacted when students encounter
challenges that may interrupt their course work (illness, family emergency, etc.). When requested, the
office will send a notification to the student’s instructors about a temporary absence.

On-campus living in Butler-owned housing is coordinated through the Office of **Residential Life**, which oversees the management of Butler’s three residence halls and two student apartment complexes.
Residential Life is committed to supporting the Butler mission by providing living communities that enable students to learn and which foster respect, responsibility, and appreciation for self and others. Some Butler students live in fraternity or sorority housing; about 35 percent of Butler undergraduates are members of a Greek organization. **Greek life** is coordinated within the Division of Student Affairs.

Within Academic Affairs, the Division of **Student Academic Affairs** offers support and enrichment programs geared specifically to student academic success. The **Learning Resource Center** (LRC), which is described in more detail in Subcomponent 3.D.2, is committed to assisting students as they strive toward academic excellence.

The Butler Office of **Internship and Career Services** (ICS) provides students with opportunities for self-assessment, experiential education, and career advising and exploration. In addition, ICS assists students with the job or internship search, résumé critiques, interviewing strategies, and on-campus employment opportunities. ICS also maintains and continues to build mutually beneficial relationships with employers. ICS provides a wide variety of **events**, ranging from career fairs to networking events and workshops for career and internship preparation. In addition, ICS coordinates the **Indy Summer Experience**, a program designed to connect students with Indianapolis culture and commun-

ity during the summer. Incidentally, all services of ICS are available and free to Butler alumni as well.

**Student Disability Services** (SDS) ensures that appropriate and ADA-compliant accommodations will be made for any student with a documented disability. More details about SDS are found in Sub-
component 3.D.2. In addition to offering services directly to students, SDS works tirelessly to promote disability awareness on campus and works with other units (Dining Services, Residential Life, etc.) to ensure that all students, regardless of disability, have the opportunity not only to succeed academically but to participate fully in campus life.

Data from the **NSSE 2011** survey indicate that Butler students are pleased with the level and kind of support they receive. The tables below show that our students, whether first-year (FY) or seniors (SR) appreciate the professional efforts of the student support staff.
Table 3D1.1 NSSE 2011 Mean Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Butler</th>
<th>NAC&amp;U</th>
<th>Carnegie Class</th>
<th>NSSE 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10a. Providing the support you need to help you succeed academically</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>3.37</td>
<td>3.29*</td>
<td>3.08***</td>
<td>3.12***</td>
</tr>
<tr>
<td>SR</td>
<td>3.23</td>
<td>3.19</td>
<td>3.04***</td>
<td>2.96***</td>
</tr>
<tr>
<td><strong>10e. Providing the support you need to thrive socially</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>2.75</td>
<td>2.62**</td>
<td>2.51***</td>
<td>2.54***</td>
</tr>
<tr>
<td>SR</td>
<td>2.50</td>
<td>2.44</td>
<td>2.26***</td>
<td>2.27***</td>
</tr>
</tbody>
</table>

*(I=Very little, . . . 5=Very much)*

*p < 0.05

***p < 0.001

Source: NSSE 2011

Butler students are more likely to report that they receive the necessary support to succeed academically compared to their peers at other NSSE institutions: 88 percent of Butler first-year students and 83 percent of Butler seniors report that the institution provides quite a bit or very much of the support needed to help them succeed academically. At NSSE institutions, 79 percent of first-year students and 72 percent of 2011 seniors reported they received such support. In addition, Butler students are more likely to report that they receive the necessary support to thrive socially compared to their peers at other NSSE institutions: 62 percent of Butler first-year students and 51 percent of Butler seniors report the institution provides quite a bit or very much support needed to thrive socially. By comparison, 51 percent of NSSE 2011 first-year students and 39 percent of NSSE 2011 seniors reported such support.

As demonstrated in Table 3D1.2 below, Butler students rate their relationship with administrative personnel and offices more favorably than their peers at other NSSE institutions.

Table 3D1.2 NSSE 2011 Mean Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Butler</th>
<th>NAC&amp;U</th>
<th>Carnegie Class</th>
<th>NSSE 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8c. Relationship with administrative personnel and offices</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FY</td>
<td>5.23</td>
<td>5.15</td>
<td>4.95***</td>
<td>4.85***</td>
</tr>
<tr>
<td>SR</td>
<td>5.05</td>
<td>4.92</td>
<td>4.93</td>
<td>4.66***</td>
</tr>
</tbody>
</table>

*(1=Unhelpful, Inconsiderate, Rigid, . . . 7=Helpful, Considerate, Flexible)*

*p < 0.05

***p < 0.001

Source: NSSE 2011

Finally, Table 3D1.3 below indicates that Butler first-year students reported significantly higher satisfaction with the level of support on our campus than did our NAC&U peers, our Carnegie classification peers, and all NSSE schools. There are significant differences by the higher mean scores as well as the asterisks indicating significant differences. (Note: This is scaled (0-100) benchmark data, an index of responses to several NSSE questions about supportive campus environment. The higher the number, the more students selected higher—i.e., better—responses.)
Table 3D1.3 NSSE 2011 Benchmark Mean Comparisons

<table>
<thead>
<tr>
<th></th>
<th>Butler</th>
<th>NAC&amp;U</th>
<th>Carnegie Class</th>
<th>NSSE 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supportive Campus Environment</td>
<td>FY</td>
<td>68.7</td>
<td>66.7*</td>
<td>63***</td>
</tr>
<tr>
<td></td>
<td>SR</td>
<td>65.4</td>
<td>64.4</td>
<td>61.2***</td>
</tr>
</tbody>
</table>

*p < 0.05  
***p < 0.001

Source: NSSE 2011

Butler is thus justifiably proud of its recognition of student needs and its ability to deliver the appropriate support to students, as our own internal data tracking and national survey scores indicate.

Subcomponent 3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students in courses and programs for which the students are adequately prepared.

Butler University is intentional about ensuring the academic success of our students and maintains a wide variety of structures and programs to address their academic needs. Retention data, also addressed in the discussion of Criterion Four, attests to the effectiveness of these programs.

The Learning Resource Center (LRC) is the Butler campus coordination hub for services, programs, and resources that promote academic success for all students of Butler University. The LRC is committed to supporting and guiding students as they strive to reach the highest standards of academic excellence. Students are encouraged to take advantage of these resources and services early in their academic careers to increase their prospects for academic success. The LRC coordinates new student registration and Welcome Week orientation (including the common reading for first-year students and specially tailored programming for transfer students), maintains an extensive program for exploratory students (those who have not yet selected a major), coordinates a variety of tutoring services and workshops for academic success, and monitors academic advising services. Several times during the academic year, the LRC publishes “On the Road,” a newsletter written especially for first-year students to assist them in the transition from high school to college.

The LRC is open Monday through Friday from 8:30 a.m.-5 p.m. and is centrally located in Jordan Hall. Students may walk in or schedule an appointment with a member of the staff. Students may request an unlimited number of appointments. Information about the availability of academic assistance is provided to students in The Bulletin, the Student Handbook, First Year Newsletter, Butler Connection emails, during Early Registration/January Registration, and during Welcome Week.

Butler University marks the arrival of the first-year and transfer students with a three-day orientation event beginning on the Sunday prior to the start of classes. Coordinated by the LRC, Welcome Week offers a wide variety of opportunities for all new Butler students. The first full day of Welcome Week is dedicated to academic activities, including a discussion of academic expectations, academic integrity, a convocation presented by the author of the common reading, a musical concert, an art exhibit, thematic discussions, and a capstone writing exercise. On the morning of the second day of Welcome Week, students gather in their respective colleges and departments and meet with their academic advisors. Discussions center on orientation to the college and department, major requirements, and
opportunities for co-curricular participation. Exploratory students meet with professional advisors in the LRC.

All services are available free of charge to Butler students. The LRC has had a steady increase in services available and student participation from 2005–2006 through 2010–2011. More information about the LRC is available here.

Upon matriculation at Butler University, new students may be required, or in some cases, given the opportunity, to take a series of placement tests (in-person or, more commonly, online) to determine their appropriate course level in five areas of study: mathematics, English, foreign language, chemistry, and piano keyboard and music theory. The LRC coordinates these placement exams for incoming students. The goal of all these exams is to place students in courses in which they can succeed. Placement tests are administered in accordance with criteria established by the college of enrollment and by the department of study. Test results are distributed via PeopleSoft to all academic advisors prior to the student’s registration appointment and the results are used to determine appropriate course selection.

- Students who need extra preparation for college-level writing are placed into EN101, an intensive writing tutorial with individualized instruction to prepare students to succeed in the First Year Seminar sequence required of all students. This class is limited to 12 students per section and there are typically four sections offered each fall. In fall 2012, 34 first-year students were enrolled (out of a first-year class of 1,101).
- Students whose intended major requires a standard calculus course are placed into a pre-calculus course if their performance on the mathematics placement exam warrants such placement.
- Scores on foreign language placement exams are used to determine the level at which students should enter the specified language curriculum.
- See Placement Tests and the Writers’ Studio for discussions of the chemistry and mathematics placement exams.

Butler also accepts AP, IB, and CLEP credit and has a protocol for students continuing their studies in the areas in which credit is awarded. In the spring 2012 semester, the Faculty Senate passed a resolution allowing advanced placement (AP) credit to count toward fulfillment of some Core Curriculum requirements. All students are still required to take the First-Year Seminar, but AP credit now counts toward other classes in the Core Curriculum. An AP equivalency chart is available on the Butler website here. Incoming students are advised of their AP scores when they are available in the summer and invited to review their fall registration in case they wish to make changes.

A critical support need is for students with diagnosed learning disabilities. Butler University stands in full compliance with federal regulations for the accommodation of students with disabilities, as outlined in the Americans with Disabilities Act. The University maintains an Office of Student Disability Services (SDS). The SDS office is administered by a full-time director who works with students and their parents to assess eligibility for accommodations and to arrange for the provision of those accommodations. While the SDS office provides assistance and accommodations to students with physical disabilities (including vision, auditory, and mobility impairments), chronic medical conditions, and managed psychiatric disorders, the majority of the students served receive accommodations for learning disabilities and attention deficit/hyperactivity disorders. In an effort to provide comprehensive assistance to those students, the SDS office employs a full-time learning disabilities specialist who provides individual and group service to students with language-processing disabilities and
attention deficit disorders. In addition, based on their diagnosed disability and case-by-case eligibility for specific accommodations, students may receive accommodations such as alternative format for textual materials, extended time for tests, note-taking services, and access to assistive technology. Accommodations are facilitated by two full-time accommodations assistant/clerks and a full-time assistive technologist. See here for a further description of SDS services and usage patterns.

In general, incoming first-year students can be admitted directly to the college and program major of their choice, with two exceptions: pre-pharmacy and pre-physician assistant programs in the College of Pharmacy and Health Sciences, and all programs in the Jordan College of the Arts which require an audition or interview. In all other programs, students work with their faculty academic advisors to select or change their major. Changing a major is a simple process of filling out a half-page form and obtaining signatures from the academic advisor and the associate deans of the current and/or new college.

If students do not immediately select a major, students may declare themselves to be “Exploratory.” Students may be Exploratory within a certain college or across the University. For example, a student who wants to major in business, but cannot decide between accounting and marketing, can declare a Business Exploratory major for the first two years, taking some courses in each area before selecting one or the other by the junior year. Students who are not at all certain of their interests may declare simply as “Exploratory.” These students are often advised from the Learning Resource Center (LRC) and may follow a program designed to help them select a major by the end of the second year. The Exploratory Program is multifaceted, including self-assessments, an Exploratory Studies Course, specialized workshops, and a majors fair. See here for a complete description of these services and some usage statistics.

Students may receive credit for University Core Curriculum courses through transfer courses if the transfer course meets the student learning objectives of the targeted class. Transfer credit can also be awarded for major and minor courses for either incoming or continuing students. The transfer process is overseen by Registration and Records.

Incoming music students who need remediation in music theory based on the results of their placement exam may enroll in MT100 during their fall semester or elect to enroll in a specialized summer version of MT100 that runs for eight days just prior to regular fall orientation.

While Butler University has no formal, structured mentoring programs for its students, a number of ad-hoc programs are supported by individual departments. Examples include:

- The Department of Mathematics and Actuarial Science pairs first-year students with an upper-classman in a “buddy” system. The experienced student encourages the first-year to be involved in department activities and offers suggestions for success.

- The College of Business assigns each student a career mentor (apart from the academic advisor). This person, either a recently retired or late-career executive, helps the student assess his/her strengths and interests, build a résumé, and supports him/her in seeking internships and postgraduate employment.

- The College of Pharmacy and Health Sciences requires that all pre-pharmacy students enroll in PX100 Health Sciences Seminar. The pre-pharmacy students are divided into groups of 15-18 students, and a faculty-pharmacist instructor familiar with first-year student issues is assigned to
each group. This instructor also becomes the student’s academic advisor for the next two years. The purpose of the course is to get students involved early with the college and the profession to develop success skills that are applicable to all future learning experiences. Emphasis is placed on campus resources, developing communication skills, and examining the profession of pharmacy through small investigatory projects and shadowing experiences.

In order to monitor academic progress for underclass students, the University issues an Early Term Grade report for all first- and second-year students to serve as an early warning system. Students receive from their instructors estimated current grades and possibly some commentary (e.g. “more class discussion needed”). Academic advisors receive copies of these reports and routinely contact underperforming students for a meeting to form an action plan for improvement. At the end of each semester, all students receive a grade report with a copy to their advisors. If students are not performing at minimum standards, students risk being put on academic probation by their college and the University. Such an action is communicated directly to the student by the office of the dean of the college.

Evidence of overall effectiveness of support for student learning can be found by student responses to the NSSE 2011 survey. As indicated in Table 3D2.1, Butler students evaluate their entire educational experience more favorably than their peers at other NSSE, NAC&U, and Carnegie Class institutions. In addition, 62 percent of Butler first-year students and 58 percent of Butler seniors evaluate their entire educational experience as “Excellent,” compared to 39 percent of NSSE 2011 first-year students and 40 percent of NSSE 2011 seniors. In the 2011 FSSE Report, 90 percent of Butler faculty responded with a combined response of “Very much” and “Quite a bit” to the question of whether Butler is “Providing students the support they need to help them succeed academically.”

Table 3D2.1 NSSE 2011 Mean Comparisons

<table>
<thead>
<tr>
<th>13. How would you evaluate your entire educational experience at this institution?</th>
<th>Butler</th>
<th>NAC&amp;U</th>
<th>Carnegie Class</th>
<th>NSSE 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY</td>
<td>3.55</td>
<td>3.43***</td>
<td>3.22***</td>
<td>3.24***</td>
</tr>
<tr>
<td>SR</td>
<td>3.46</td>
<td>3.41</td>
<td>3.28***</td>
<td>3.23***</td>
</tr>
</tbody>
</table>

*(1=Poor, ..., 4=Excellent)*

* *p < 0.05
***p < 0.001

*Source: NSSE 2011*

Evidence of adequate learning support and preparation can also be found by examining the attrition, retention, and graduation rates at Butler University. Over the years 2007–2011, the average attrition rate for freshmen between the fall and spring semesters is 3.6 percent, suggesting that entering students are successfully adjusting to the Butler environment. Looking beyond the freshman year, the five-year average retention rate (for the same five years) from the first year to the second year is 88 percent, from the second year to the third year is 92 percent, and from the third year to the fourth year is 96 percent. The five-year average graduation rate for full-time freshman cohorts in four-year baccalaureate programs is 57 percent in four years, 71 percent in five years, and 74 percent in six years. The high retention rates of students suggests satisfaction with the educational experience at Butler, and the graduation rates of these same students indicate that they are able to progress toward graduation in a timely fashion.
Subcomponent 3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

Each student who is accepted directly into one of the six colleges is assigned to a faculty member who serves as an academic advisor to the student. Students who are undecided about their major are advised in the LRC by professional advisors. The academic or professional advisor assists the student with selecting courses for his or her program of study, monitors progress toward degree completion, helps locate resources on campus, and provides advice on how to be a successful student. In addition, all students have access to the services of the LRC and Office of Student Disability Services.

Selected responses from the 2011 NSSE, shown in Table 3.D.1 below, indicate that Butler students evaluate the quality of the academic advising they have received more favorably than their peers at other NSSE, Carnegie class, and NAC&U institutions. The results also show that 46 percent of Butler first-year students and 42 percent of Butler seniors evaluate their academic advising as “Excellent,” compared to 34 percent of NSSE 2011 FY students and 32 percent of NSSE 2011 seniors.

Table 3.D.1 NSSE 2011 Mean Comparisons

<table>
<thead>
<tr>
<th>12. How would you evaluate the quality of academic advising you have received at your institution?</th>
<th>Butler FY</th>
<th>NAC&amp;U FY</th>
<th>Carnegie Class FY</th>
<th>NSSE 2011 FY</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. How would you evaluate the quality of academic advising you have received at your institution?</td>
<td>3.29</td>
<td>3.26</td>
<td>3.10***</td>
<td>3.10***</td>
</tr>
<tr>
<td>12. How would you evaluate the quality of academic advising you have received at your institution?</td>
<td>3.16</td>
<td>3.16</td>
<td>3.07</td>
<td>2.94***</td>
</tr>
</tbody>
</table>

(1=Poor, ... , 4=Excellent)

* p < 0.05

*** p < 0.001

Source: NSSE 2011

In addition to University-wide assessment of academic advising, some individual colleges have implemented their own advisor evaluation process. For example, both COB undergraduate and graduate students are surveyed annually to gather feedback about their respective advisors. The faculty members of the College of Pharmacy and Health Sciences were surveyed in spring 2012. The results from both colleges are shared with the faculty members and department chairs and are incorporated in the annual review process. The more detailed responses allow individual faculty advisors to gain a better understanding of their strengths and weaknesses in the area of student advising.

Subcomponent 3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (e.g., technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections).

Butler University has made substantial investment in infrastructure to support learning and research over the last decade. These projects have comprised both renovations to existing spaces, construction of entirely new spaces, and cross-campus technology investments. The Resource Room includes a list of major capital projects (defined as those exceeding $100,000). In 2003, Butler completed construction of a new wing of JCA’s Lilly Hall which was primarily classroom focused. It included two choral rehearsal rooms, a large ensemble rehearsal room, two dance studios, a black-box theatre, an electronic music lab, and a percussion lab.
A $25 million Lilly Endowment grant for the enhancement of the College of Pharmacy and Health Sciences included $11 million for a new wing to the Pharmacy Building, which in turn included two state-of-the-art mediated lecture halls, additional lab spaces, and faculty offices. In addition, a $22 million Lilly Endowment grant for the College of Business helped fund the remodeling and mediation of several classrooms in the Holcomb Building plus offices and space for the new Butler Business Accelerator. (See Extramural Funding.) In addition to these new facilities, the University has been steadily updating technology in existing buildings, and replacing furniture in dozens of classrooms. Approximately 40 percent of classrooms were mediated in 2002. Today that number is 85 percent. It is envisioned that the University will continue its commitment to expand classroom mediation. (A summary of mediated classrooms can be found in the Institutional Snapshot.) In the last decade, the University’s capital budget has included funds for this purpose.

Separate from the classroom mediation projects, the University has made great strides in providing for wireless networking in classrooms in the past 10 years, moving from about three percent of wireless access in Butler classrooms ten years ago to 95 percent today.

The Richard M. Fairbanks Foundation and Frank Levinson ’75, as part of the ButlerRising campaign, donated $10.3 million specifically directed toward science programs and infrastructure, including purchasing the University’s first supercomputer, affectionately known as Big Dawg. Included in these gifts was $5.3 million for the establishment of an endowment to provide for continuous upgrades to science infrastructure. The $14.5 million new wing of the Pharmacy Building referenced above includes a new, cutting-edge open laboratory occupying most of the third floor of the new wing. Other labs in the original wing of the Pharmacy Building have been renovated over the past decade. A $1.9 million investment was made in 2011–2012 to completely renovate the organic chemistry laboratory and other chemistry spaces, including the installation of state-of-the-art ductless fume hoods. Complete renovations have also been made to the audiology and speech disorders lab, and to the language lab housed in the Department of Modern Languages, Literatures, and Cultures. A $350,000 renovation of the Holcomb Observatory, which houses the largest telescope in Indiana, is just getting underway. The result will be greatly improved optics on the telescope, remote-control capability, ADA accessibility, and other significant enhancements. Levinson funds are providing some of the funding for this project.

Clowes Memorial Hall, opened in 1963, is a 2,200-seat professional performance hall which continues to offer opportunities for student performances presented by the Butler Ballet, Butler Symphony Orchestra, and the Butler Wind Ensemble, among other performing ensembles. In 2004, the Eidson-Duckwall Recital Hall was opened. A smaller (140-seat), acoustically superior concert venue, this former chapel is used for student recitals, as well as faculty presentations. Construction of the $14.2 million Howard L. Schrott Center for the Arts is nearing completion. This 450-475 seat multi-purpose center will open in spring 2013 and is considered an academic space that will be used for instructional and performance purposes. Finally, the Department of Theatre often mounts performances in the Studio Theatre, a small black-box theatre located in Lilly Hall 168.

An investment of over $1 million has been made over the past five years in the College of Pharmacy and Health Sciences mobile computing program. This program has provided a laptop and appropriate software to every incoming professional-phase pharmacy and physician assistant student. The program also covers maintenance, software upgrades, and “loaner” computers in the event of malfunction. This has streamlined and homogenized the delivery of course materials and work.
Throughout campus there has been an ongoing initiative to create or renovate soft spaces, study spaces, and computer labs. These improvements are most notable in the residence halls, the new wing of the Pharmacy Building, and the Holcomb Building.

Providing outdoor wireless network access has been an ongoing initiative. Outdoor areas of campus are currently covered at about 10-20 percent, but this figure is somewhat misleading because our campus includes large areas of undeveloped property (e.g. woods) and areas with low probable usage for wireless (e.g. athletic fields, botanical garden). The priority is on mediating heavily used outdoor areas such as the pedestrian malls and the patio outside Starbucks. More information about current wireless coverage can be found here. The Butler University Technology Master Plan 2010–2014 includes goals and recommendations for improvements in the technological infrastructure.

In its 2009–2014 Dare to Make a Difference strategic plan, the University laid out a set of infrastructure needs, some of them specific and some more general in nature. Among these were new science instruction and laboratory facilities and renovation of existing science facilities (Goal 1D), investment in technology (hardware, software, and network) (Goal 1G), and development of a Learning Commons to collectively house the Library, Learning Resource Center, and Internship and Career Services (Goal 2F).

In addition to all of these, the entirety of Priority 7 in the Dare to Make a Difference document focuses on infrastructure needs, including significant investment in residential and co-curricular spaces (Goal 7A) and addressing deferred maintenance and renewal (Goal 7B). To these ends, the campus master plan was updated to include these projects. In the cases of the science and residential facilities, separate commissions were established to assess the need and to come forward with recommendations. Both of those committees have completed their reports and their recommendations are reflected in the campus master plan.

Current President Danko has voiced his support in broad terms for the goals set forward in the Dare to Make a Difference statement; however, he has introduced some new parameters which, if realized, will have a profound impact on the implementation of any infrastructure plan. Key among these was his desire announced in his Shared Strategic Vision statement of August 2012 to bring total undergraduate enrollment for the University to about 5,000, compared to the 3,700-4,000 full-time undergraduates targeted in Goal 5A of the Dare to Make a Difference plan. This vision is now being vetted by various constituencies across campus to ascertain if it is realizable. If so, then the plans laid out by the science and residence life commissions would need to be revisited to accommodate the increased enrollment goal. A decision on this is expected during the 2012–2013 academic year. The vision may include adding new capital projects or re-prioritizing projects laid out in the original strategic plan. Among projects also currently being considered that were in the 2009–2014 plan are a new home for the College of Business and a multi-level parking structure which might include other amenities (retail, housing, offices, soft spaces). Other than projects already underway, no new major construction or renovation projects have been scheduled until these major strategic questions are answered.

The Butler University Libraries, consisting of the main Irwin Library and the Ruth Lilly Science Library, provide a total of 72,000 square feet of space for collections and learning space for the University community. Irwin Library, opened in 1963, provides seating for about 400 students at study tables, individual study carrels, and group/individual study rooms. Collaborative learning spaces are available.
where students can move to soft seating to facilitate group work. Irwin Library provides access to 42
desktop PCs and Macs, maintains a computer lab in the Information Commons area containing a
scanner and color printer, 10 laptops, five iPads, and 11 video cameras for checkout, and has strong
wireless access throughout the building. In addition:

- The lower level of Irwin Library houses the Education Commons covering education-related top-
ics, particularly for the College of Education.
- Music, art, and dance materials are located together in specially designated areas of Irwin
Library. Circulating materials in these disciplines are housed on the second floor, while CD, DVD,
and videocassettes can be obtained at the Circulation Desk.
- The Hugh Thomas Miller Rare Books and Special Collections Room, located on Irwin Li-
brary’s third floor, maintains the University Archives and also contains rare books, prints, manu-
scripts, scores, maps, newspapers, and memorabilia.
- The Ruth Lilly Science Library is located in the heart of the Butler University science complex on
the second and third floors of the Holcomb Building. The library provides access to 24 desktop
PCs, offers eight laptops for checkout, and has full wireless access. In addition to printed materi-
als and academic journals, the library maintains extensive DVD/videocassette collections and
provides online access to numerous science and technology databases, with a science librarian
available weekdays for assistance.

Overall, the libraries have responded actively to the changes seen in many academic libraries, moving
collections to follow demand for online resources, providing more avenues for communication with
students over social media, and developing infrastructure to support digital collections for outreach
and faculty support. Remaining a challenge to the libraries’ growth is the physical configuration of
Irwin Library, which was not designed for the information age and has not been renovated in its 50
years. Aside from physical infrastructure issues with the roof and HVAC system, inadequate wiring,
and somewhat inflexible study spaces for students, the open design hinders simple renovation. The
most recent University strategic plan did include library infrastructure needs, but that development
timeline is currently unknown. See here for discussion of the staffing, holdings, and services of the
libraries.

Despite limitations of the physical plant, the Butler University Libraries provide support in the effec-
tive use of research and information resources by providing professional staff and resources available
to all Butler faculty and students. The librarians at Butler are all trained to provide support in finding,
evaluating, and ethically using information resources, as well as in selecting the materials purchased
by the libraries for use at Butler. They are available for office hours and research consultations, but do
much of their work in the classroom, providing presentations on information search and usage upon
faculty request.

Librarians also prepare subject- and course-based LibGuides, online resources and tutorials that pres-
tent recommended resources and strategies to students in specific courses or majors. Also maintained in
the LibGuides system are pages devoted to copyright and proper citation styles as well as how to avoid
plagiarism that have been developed and maintained by librarians, and are available for faculty to link
to from their course sites in Blackboard or Moodle. More than 250 of these guides are available, and
they received nearly 100,000 page views in calendar year 2011. In academic year 2010–2011, librar-
ians taught 215 information literacy instruction sessions to Butler students. While this figure is only
slightly higher than the 209 sessions presented in 2002–2003, it is an improvement on a few recent years (80 in 2006–2007, 97 in 2007–2008) thanks to a renewed emphasis on the importance of in-class instruction for librarians. The decision to move librarians away from the reference desk was also based on these numbers; as the reference transactions decreased, it was deemed a more effective use of resources to move librarians from the desk to the classroom. Despite no longer sitting at a reference desk, librarians are still available to students in their offices as well as online. Most librarians have their profiles (or a direct chat widget) linked and available on their LibGuides as well as on the library staff page.

All professional librarians have received a master’s degree in Library Science (or Library and Information Science) from a program accredited by the American Library Association, and most have additional graduate degrees, as well. As a result, all librarians are trained and available to assist students and faculty in person regarding all facets of the research process.

The Libraries administered the Project SAILS assessment in 2008, and recently conducted a pre- and post-test of information literacy skills with 2011–2012 first-year students to further assess the state of our instructional effectiveness. The results of this assessment are most encouraging about the effectiveness of the Libraries program with first-year students, showing double-digit percentage improvements in most categories.

Classroom Spaces
Located in 13 academic buildings throughout Butler’s 290-acre campus are over 180 classrooms, including computer and science laboratories. A listing of all such spaces with capacities is available here. The majority of regular classrooms have seating capacities between 20 and 40, a physical manifestation of Butler’s commitment to intimate teaching environments as a means of stimulating inquiry and dialogue among students and faculty. There are only five classrooms which seat more than 100 students. A large majority of classrooms have been fully mediated (see here for details) and there are a number of “smart” and Panopto-ready classrooms as well. (See the Institutional Snapshot for details.)

In fall 2012 the median class size for lecture courses was 19 and the average was 22, a nice fit with our physical facilities. Furthermore, except for FYS (capped at 18), Core Curriculum classes are limited to 25 students, and the median class size for core classes in fall 2012 was 23 with an average of 22. (This statistic is a little low because of the smaller size of FYS classes. Thirty-one GHS classes, for example, in fall 2012, averaged 25 students enrolled.) More details, including class sizes by college, are available here.

There are 30 laboratories for biology, chemistry, physics, and psychology with capacities ranging from eight to 30. In addition, the College of Pharmacy and Health Sciences has three specialized labs which can handle anywhere from 16 to 36 students. Recent renovations to science labs are mentioned elsewhere in this document.

A number of specialized spaces are available for classes as well. For example, the new Efroymson Center for Creative Writing has three such spaces. There are also six classroom-computer labs on campus in which classes may be scheduled. These are in addition to open computer labs for general student use. (See the Institutional Snapshot for more details on computer labs.) The Howard L. Schrott Center for the Arts, opening in 2013, will also have 10-12 classroom-available spaces. In addition to the opportunities afforded by the Schrott, public performance spaces for students include Clowes Memorial Hall, the Eidson-Duckwall Recital Hall, and a black-box theatre.
With the current size of the student body, Butler has sufficient classroom, laboratory, and performance space to provide quality educational experiences. There is some pressure on science laboratory facilities in LAS. As mentioned elsewhere in this report, there are emerging plans to address science space needs. Should the University decide to increase undergraduate enrollment significantly, additional or larger classroom spaces will likely be needed.

**Technological Infrastructure**

Academic technology has been one of the fastest growing areas of the University in the past decade. There are two divisions of the University involved in ensuring that the technological needs of students (and faculty and staff) are not only met, but anticipated. Information Technology (IT) seeks to advance Butler’s mission through leadership, thoughtful application of technology, and quality service. Among other services, IT manages student (and faculty/staff) email and voicemail accounts, delivers Help Desk service, provides discount or free software to students, supports smart phones, and maintains student computer labs. In addition, IT supports the Blackboard and Moodle course management system. Students are also provided with personal workspace through the Butler server and blog space through Wordpress. IT leads the effort to mediate classrooms (and maintain them). Currently about 85 percent of Butler classrooms are equipped with computer hardware, appropriate software, projection systems, and document cameras. (See Technological Infrastructure for details.)

IT is led by the Chief Information Officer Scott Kincaid and employs two shared-governance committees (the Information Management Council and the Administrative Systems Improvement Committee) for regular input. There are currently 20 general-purpose computer labs across campus, many open 24/7. The Technology Master Plan was created by a group of faculty, IT staff, and administrators and published in fall 2010. Updates to the plan are also available on the website.

The Center for Academic Technology (CAT) partners with faculty to integrate appropriate technologies into their teaching. CAT offers faculty and staff development opportunities through the Information Commons program, established in 2009. Major accomplishments in academic technology over the past decade include the adoption of Blackboard (2001), Chalk and Wire (e-portfolio system), and the Panopto video capture system. (During 2012–2013, Butler is transitioning from Blackboard to Moodle and CAT is offering numerous training workshops on Moodle.) Panopto is now available in 29 classrooms across campus and a mobile Panopto set-up can also be used. The first use of Panopto was in the College of Pharmacy and Health Sciences, but its use continues to spread across curricular and co-curricular units. For example, in spring 2011, FYS classes were recorded for faculty research and assessment use, and the HRC recorded exercise demonstrations for personal trainers. More details about the services provided by and major recent accomplishments of IT and CAT can be found here.

**Subcomponent 3.D.5. The institution provides to students guidance in the effective use of research and information resources.**

All first-year Butler students begin their academic career in a two-semester First Year Seminar: Self, Community, and the World (FYS). The third SLO for FYS is that students will “carry out research for the purpose of supplying evidence and support for claims made in exposition and argument.” Thus, Butler students are introduced to the effective use of research and information resources in their first year. The FYS faculty and students have an array of resources at their disposal to address this task.
Faculty librarians are available to make presentations to FYS seminars on the use of library resources for research, including online databases. Additionally, librarians have prepared an extensive set of online resource materials related to research and writing, including citation guides and a plagiarism tutorial. This online tutorial covers what plagiarism is, lists best practices concerning when to directly cite and how to paraphrase, includes critical thinking examples of good/poor paraphrasing and direct citing, and provides the Student Handbook information on plagiarism.

A second resource available to students is the Writers’ Studio, operated under the supervision of faculty in the Department of English. Located on the third floor of Jordan Hall, the Writers’ Studio is staffed by a team of student tutors drawn from majors across campus. Students may schedule 45-minute consultations with the tutors in the Writers’ Studio at any stage of their writing projects. The Studio also maintains a website with information regarding documentation and citation formats, with links to library resources as well.

Many major programs also offer a research methodology course as part of the required curriculum. As students progress in their discipline, they are trained in the effective and ethical use of information resources. For example, the Department of Sociology offers SO393, Research Methods Seminar, the College of Communication offers STR327, Research Methods for Strategic Communication, and the College of Pharmacy and Health Sciences offers RX527, Biostatistics and Research Design. As mentioned earlier, all students undertaking research projects must complete a research ethics education module through CITI.
CORE COMPONENT 3.E.

The institution fulfills the claims it makes for an enriched educational environment.

Butler University is an intellectually alive and vibrant community, dedicated to offering a liberal-arts-infused educational experience for its students that combines exciting courses of study, experiential education opportunities, and a vast array of co-curricular activities that serve to enhance students’ education. Butler University’s mission speaks of “fostering a stimulating intellectual community built upon interactive dialogue and inquiry among students, faculty and staff.” The first and sixth Butler University commitment statements are the impetus for efforts to provide and promote an enriched educational environment, not only for the Butler community but also for the Indianapolis area at large. Some examples of how Butler enriches the educational environment were discussed in Core Component 1.D and 3.D; additional evidence follows.

Subcomponent 3.E.1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

Numerous entities and offices on campus work to ensure that students have an enriched educational environment as part of Butler’s co-curricular offerings, including the Programs for Leadership and Service Education (PuLSE), the Efroymson Diversity Center (EDC), and the Center for Faith and Vocation (CFV). Each of these entities is crucial in ensuring that Butler students grow in civic-mindedness and appreciation of the world around them.

The Office of Programs for Leadership and Service Education (PuLSE) in the Division of Student Affairs “strives to create an environment that encourages educational and social growth. By intentionally engaging students in interactive and diverse opportunities, the Office seeks to develop an ongoing commitment to leadership, service, and learning.” Its message to students is clear on its website: “Your activities should complement what you are doing in the classroom, not compete. That’s why we call them CO-curricular activities as opposed to EXTRA-curricular activities.”

A variety of programs is coordinated through the PuLSE office. Students can become engaged in the Butler community and the larger Indianapolis community through service projects and social events even before Welcome Week. PuLSE invites incoming first-year students to participate in Ambassadors of Change (AOC), an interactive service program focusing on leadership development. Sixty-six incoming students are accepted and pay a nominal fee ($260) for housing for the six days. Five scholarships are available for those unable to pay the fee.

PuLSE also offers other pre-Welcome Week events to engage students from the outset:

- **Dawg Days Diversity Orientation Program** is for students from underrepresented groups.
- **Welcome to Sports Town!** is an exploration of the leadership and coordination behind the sports events for which Indianapolis is famous (e.g., the Indianapolis 500, NCAA events).
- **Wilderness Explorers Ready?** takes incoming freshmen on a trip starting with the Red River Gorge, moving through Brown County in southern Indiana, and ending with the high ropes course at Butler and an opportunity to be certified as LNT (Leave No Trace) instructors.

During Welcome Week, PuLSE works with the Butler Volunteer Center (see below for more information) for the annual Bulldogs Into the Streets day of service. The new students work in small groups under the leadership of returning students to provide volunteer service to a range of commu-
nity service organizations across the city. Just before classes start, PuLSE hosts the Block Party, giving incoming students an opportunity to learn about all the co-curricular organizations available on campus by meeting student representatives and learning how to participate.

PuLSE’s commitment to meaningful co-curricular enrichment does not end with Welcome Week. The PuLSE office supports and coordinates the student-staffed Volunteer Center, enabling Butler students to find volunteer opportunities on campus and throughout the Indianapolis community. A volunteer list-serve is available weekly to inform students, faculty, and staff of one-time or ongoing volunteer possibilities. The PuLSE office also coordinates many groups housed in Atherton Union including the Black Student Union, the International Club, and the Off-Campus Student Organization. Other noteworthy service organizations include the following:
- Alpha Phi Omega: a coed service fraternity performing volunteer work projects throughout the community and all-campus blood drives each semester;
- Alternative Spring Break: a service trip over spring break;
- Best Buddies: a group formed to foster friendship among the Butler community and young adults with mental or physical challenges;
- College Mentors for Kids: an organization that mentors and tutors children in the Indianapolis area;
- Fall Alternative Break: a volunteer organization to provide the manual labor needed to meet the living or emergency needs of a site; and
- JUNTOS: a group formed to help Hispanic children in the Indianapolis Public Schools.

PuLSE also encourages student leadership through its Emerging Leaders program focusing on students who have little leadership experience at the collegiate level. Participants are involved in a six-week program of interactive sessions with other college students already involved as student leaders. These student leaders become mentors to those in the program. Finally, the PuLSE office supports student organizations and their faculty mentors as they begin or continue co-curricular programs. Logistics, paperwork, and starter kits are available through PuLSE to both students and their faculty advisors.

The Efroymson Diversity Center opened in December 2006 and was made possible by a generous gift from Lori Efroymson-Aguilera and the Efroymson Fund of the Central Indiana Community Foundation. The Center not only houses offices for and supports a multitude of diverse student organizations such as the Asian Students International Alliance, Butler Alliance (GLBT organization), R.E.A.C.H. (Reaffirming Ethnic Awareness and Community Harmony), and the Voices of Deliverance Gospel Choir, but it also offers a wide variety of programs such as the Celebration of Diversity Lecture Series (more fully described in Subcomponent 1.C.2), immigration workshops, and multicultural leadership development programs.

The Center for Faith and Vocation (CFV), often referred to as “the Blue House,” because of its location in a distinctive blue house, was founded in 2003 with the support of the Lilly Endowment Inc. As affirmed in its mission statement, the CFV endeavors to assist students in finding “lives of purpose, meaning, and contribution, by using tools of reflection and engaging in spiritual questions—no matter what their faith, doubts, or philosophies may be.” The CFV is not only the religious life center on campus (housing a number of student religious organizations), it is a place where students are encouraged to learn and practice the skills of discernment to discover what they are meant to do with their lives. Butler staff and faculty are also included in helping students in this discernment process and
invited to examine their own roles as mentors and teachers through programs including faculty-staff workshops and the “Big Questions” series. The CFV works collaboratively not only with Butler offices such as PuLSE and the Center for Citizenship and Community, but also with local faith-based organizations, congregations, and service groups.

The CFV provides an opportunity for student internships in churches, synagogues, mosques, and nonprofit settings in the greater Indianapolis area. In addition to the internships, students are encouraged to participate in other activities at the CFV: weekly meditation, weekly yoga sessions with breakfast, topical movie nights, study nights, and advising services. As described in Subcomponent 1.C.2, the Butler Seminar on Religion and World Civilization, an annual series of free public lectures focused on a particular area of intersection between religion and the secular world, is sponsored by the CFV.

Two other annual lecture series, open to the general public, deserve special note here, even though they were mentioned in discussion supporting Criterion One. The Vivian S. Delbrook Visiting Writers Series brings to campus notable writers each semester for public readings and question-and-answer sessions with students. In fall 2012, five writers spoke, including Margaret Atwood and former poet laureate Robert Pinsky. As in the case of the Seminar on Religion, students can enroll in a class featuring the works of the visiting writers and offering a chance to meet them in person. The J. James Woods Lectures in the Sciences and Mathematics bring prominent mathematicians and scientists to campus. The three presentations in fall 2012 demonstrate the range of topics in this series: polar bears and global warming, time travel, and the ethics of stem cell research.

The Fall 2012 Cultural Calendar included music performances (the Faculty Artist Series, “Debussy Contexts,” and performances by student choirs and orchestras); dance, including the beloved annual performance of The Nutcracker; performances by the Department of Theatre; lectures and readings consisting of four annual lecture series; and selected performances at Clowes Memorial Hall. The Spring 2013 Cultural Calendar can be found here.

Even within the curriculum, Butler makes an enriched environment accessible to all its students through the core’s co-curricular requirements. As mentioned in the discussion of the Core Curriculum, the Butler Cultural Requirement (BCR) reflects our desire to instill in our students aesthetic sensibility and to encourage the development of life-long habits of participation in artistic, intellectual, and cultural events. The events themselves highlight the diversity of cultural activities available on the Butler campus. The Indianapolis Community Requirement (ICR) of the Core Curriculum, also mentioned earlier, is another example of Butler living out part of our mission to provide “leadership to Indianapolis and the surrounding areas,” and our desire to imbue our graduates with civic-mindedness. The ICR is coordinated by the Center for Citizenship and Community (CCC), which coordinates the development of service-learning courses and inter-college programming to foster civic engagement, as well as monitoring the ICR.

There are three possible frameworks for course design related to the ICR requirement; all require that students have a minimum of 20 hours of direct contact with Indianapolis community members.

- Service learning may be embedded in regularly offered courses aligning academic learning with relevant community service. Professors, students, and community members learn together through this service-learning model.
• The Science Education for New Civic Engagements and Responsibilities (SENCER) model can be used to fulfill the core’s ICR. Twenty-two faculty members are involved in the SENCER initiative whose aim is to improve science education by focusing on real-world problems. Learning in this model moves from the curriculum to the broader community and society. In February 2012, Butler University became the Central Plains region’s SENCER Center for Innovation (SCI), one of only seven SCIs nationwide. Students in the SENCER program are also eligible for travel-to-present funds for SENCER conferences.

• The Critical Listening Initiative is the third model for fulfilling the ICR. The CCC has developed a series of ethnographic research projects engaging Butler students as interviewers in diverse Indianapolis communities. These communities include the Martin Luther King Community Center, the Nur-Allah Islamic Center, and the Immigrant Welcome Center. Butler students engage in the stories and lives of individuals beyond the Butler campus.

Subcomponent 3.E.2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Several sources of information help the Butler community gauge the effects of its programs which contribute to students’ educational experience. The first is the National Survey of Student Engagement (NSSE), in which Butler has participated annually since 2001. An additional measure of student enrichment comes from data collected by the CCC to assess the effects of the Indianapolis Community Requirement. This measure is an in-progress work with some preliminary findings reported below. A third measure comes from the voices of students as they share their experiences on the Center for Faith and Vocations website. Finally, results from the Alumni Survey shed some light on the effects of Butler’s claims about offering an exceptional educational experience for our students.

Since Butler’s Core Curriculum changed with the fall 2010 incoming class, the NSSE 2011 data captured what seniors experienced with the previous Core Curriculum and what first-year students were experiencing as part of the new Core Curriculum. Here are the highlights as provided by NSSE 2011 based on the responses of the 809 randomly selected Butler students:

• Twenty percent of first-year students frequently participated in service-learning or community-based projects during a given year. Forty-seven percent never took part in such activities.

• By the senior year, 77 percent of students participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

• Fifty-nine percent of first-year students at least occasionally spent time with faculty members on activities other than coursework.

• Seventeen percent of first-year students spent more than 15 hours a week participating in co-curricular activities. Fourteen percent spent no time participating in co-curricular activities.

• Twenty-six percent of first-year students frequently engaged in spiritually enhancing activities such as worship, meditation, or prayer.

• By senior year, 82 percent of students had participated in community service or volunteer work.

As a complement to NSSE, the CCC began assessing the Indianapolis Community Requirement (ICR) in spring 2011. Students rated themselves high in all areas as they began the semester and high again at the end of the semester. It may be inferred that students’ perception of the scale itself had
changed with their experience. In fall 2011, two key changes were made in the assessment process. First, the instrument was modified based on the results of an exploratory factor analysis. Second, students were given the survey at the end of the semester. They answered the survey questions by indicating their level of commitment at the end of the semester and then what they remembered it to be at the beginning of the semester, a post-then methodology rather than a pre-post methodology. The preliminary data from the new methodology is much more informative. All items showed a gain in the direction one would hope based on a service-learning requirement, and all gains were statistically significant (ICR Post-Then Survey).

Students involved with the CFV can “try on work” as a way to discern their spiritual calling. Internships are available at the Benedict Inn Retreat and Conference Center, the Indiana Area United Methodist Office of Communications, the Indianapolis Neighborhood Christian Legal Clinic, the Islamic Society of North America, the North United Methodist Church, and the Tabernacle Presbyterian Church as well as at the CFV itself. As part of the program, students are asked to write an account of their work and its impact on them. Samples of their stories are available here.

The Alumni Survey, most recently completed in 2005 and 2010, also sheds light on the impact and effectiveness of Butler’s co-curricular offerings. “Increasing my intellectual curiosity” was one of the highest scoring items on the 2010 survey. The table below indicates the mean responses on several questions relevant to this subcomponent.

<table>
<thead>
<tr>
<th>Alumni Survey Selected Results</th>
<th>Question</th>
<th>2005</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Impact of experiential education (e.g., service-learning)</td>
<td>4.15</td>
<td>3.94</td>
<td></td>
</tr>
<tr>
<td>2. Impact of Butler on leadership skills</td>
<td>4.09</td>
<td>4.04</td>
<td></td>
</tr>
<tr>
<td>3. Impact on increasing my intellectual curiosity</td>
<td>4.26</td>
<td>4.25</td>
<td></td>
</tr>
<tr>
<td>4. Impact on my commitment to lifelong learning</td>
<td>4.10</td>
<td>4.24</td>
<td></td>
</tr>
<tr>
<td>5. Impact on my appreciation of the arts</td>
<td>4.15</td>
<td>3.98</td>
<td></td>
</tr>
</tbody>
</table>

Key: 5=very significant, 4= somewhat significant . . . 1=not at all significant

Source: Alumni Survey 2005 and 2010

Opportunities for Improvement

- Staffing a University-shared Core Curriculum presents challenges, not the least of which is expected contributions from all six colleges. This concern will likely be exacerbated by increasing enrollments, which will put pressure on both lower-level courses, and eventually, upper-level major courses. The University would be well served to consider how the core can be best delivered prior to a further increase in enrollment.
- Although the comprehensive faculty development program is serving faculty across the University, Butler is remiss in not having a center for teaching and learning. The Faculty Development Advisory Board developed a proposal for a Center for Faculty Excellence that would encompass comprehensive faculty development. To best serve faculty and enhance student learning, the University should commit to the Center for Faculty Excellence.
- A full analysis ought to be conducted of the efficacy of the internal funds devoted to faculty research, scholarship, and creative activity. As research costs continue to increase, such an analysis
may yield where operating funds may best be deployed. Additionally, because of increasing costs, the University should commit additional funds toward faculty scholarship, particularly funds supporting the arts and humanities, which already fall short of funding available to physical, natural, and social sciences, as a result of the Holcomb Endowment.

- Capital needs are significant on the campus, ranging from the need for a new science facility to renovated library space to residence halls.

- Like many institutions, Butler offers a host of high-impact practices that can be accessed by students, including an honors curriculum, study-away opportunities and undergraduate research programs. And like most institutions, the University is challenged by determining how to involve more students in these high-impact practices, which can be cost-prohibitive. Going forward, careful management, diversion of existing resources, and extra funding is required for expansion in a number of areas to best serve Butler students with these practices that have been identified as high-impact. (For example, to date, the CHASE office has received over 60 letters of intent to apply for the Butler Summer Institute for 2013, but only has funding for 30.)
CRITERION FOUR:
TEACHING AND LEARNING:
EVALUATION AND IMPROVEMENT

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Butler University understands that evaluation of teaching and learning, its educational programs, and its support services is crucial to continuing to improve and deliver the highest-quality academic and co-curricular program for students. Since its 2003 reaccreditation, Butler has instituted many new initiatives in assessment—indeed, the University was required to submit a progress report on assessment following that review—and the success of these efforts can be seen in a culture of assessment that now permeates the institution, including its individual departments and programs, its Core Curriculum, its student academic support services, and its administrative units. As a result of this regular and conscientious evaluation of its academic and student support service programs, the educational experience of Butler students has been enhanced and improved and will continue to grow and improve as a result of ongoing serious assessment.
CORE COMPONENT 4.A.
The institution demonstrates responsibility for the quality of its educational programs.

Butler University’s expanded mission includes a commitment “to providing the highest quality of teaching and achieving the highest ideals of student learning.” In order to do so, the University understands that the quality of the faculty is paramount to student learning. As the Constitution of the Faculty Senate of Butler University notes: “the faculty is the professional body of the University primarily responsible for educational policies, faculty productivity, curriculum, and instructional practices” (Art. II, § 1). Thus, Butler University’s commitment to quality is manifest from the first conceptualization of educational programs by faculty through multiple stages of faculty review, approval, implementation, and ongoing assessment.

Clearly articulated policies and protocols engage the faculty and their expertise in creating, refining, and approving academic programs, curricula, and courses, whether discipline-based, inter-disciplinary, or distinctive Core Curriculum offerings. New courses and curricula are subject first to evaluation at departmental and college levels, before undergoing careful vetting by key Faculty Senate committees, the University Core Curriculum and University Curriculum committees. The University Curriculum Committee has ultimate responsibility “for policy recommendations for degree requirements, the addition or deletion of degrees or majors and other curricular issues affecting more than one college” (See the Bylaws of the Faculty Senate of Butler University, Art. I, § 4.1).

Program review, for both academic and co-curricular programs, involves several constituency groups and employs myriad assessment instruments. These range from full-scale accreditation and (seven-year) academic program reviews (see Subcomponent 4.A.1) to the use of the IDEA course evaluation form each semester to assess the success of individual courses and instructors in meeting identified learning outcomes. All course types, from foundational and Core Curriculum courses to disciplinary offerings, from discrete course offerings to multiple sections within courses, are assessed on a regular basis. All academic departments and programs submit an annual assessment of their program, available on the Office of Institutional Research and Assessment website. In addition, many programs and units use additional in-house evaluative tools and surveys to inform their practice.

Assessment reports are also required by the University of all administrative units, co-curricular programs, and student services. Full consideration of these reports’ utility for continuous improvement in achieving student learning outcomes follows in Core Component 4.B. Seriousness of commitment to programmatic quality in academic support services is also demonstrated in these annual assessments, as these examples illustrate.
### Concern for Program Quality in Student Academic Affairs Annual Assessments

<table>
<thead>
<tr>
<th>Student Disability Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Support of faculty and staff teaching/working with students with disabilities.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>Developed an automated electronic system for delivering individualized letters of accommodation and an online “FAQ” guide for faculty members teaching students with disabilities.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Ninety-five percent of faculty responding preferred the new format; 3,500 paper copies eliminated.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Center for High Achievement and Scholarly Engagement: Honors Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Increase retention of well-qualified students from every undergraduate college.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>Surveyed students, faculty, and recent alumni to identify college-specific barriers to retention in the College of Pharmacy and Health Science; met with COPHS honors board; planned annual meeting with fourth-year students to discuss opportunities and relationship of honors thesis to senior project.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Internship and Career Services</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
<td>Cultivate relationships with employers to expand students’ work and internship opportunities.</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>Staff attended two dozen networking events with employers and conducted two recruiter breakfasts; personally visited over 100 prospective employers.</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>One hundred percent of employers attending events indicated they understood methods of identifying Butler students who matched their recruiting needs; number of new internship and job postings increased by 35 percent.</td>
</tr>
</tbody>
</table>

Indirect assessments are also in use to capture students’ perceptions of quality in the educational environment. Since 2001, Butler has participated in the National Survey of Student Engagement (NSSE), after having also been part of the NSSE pilot in 2000. In NSSE, first-year and senior students report perceptions and behaviors which clarify the nature and quality of their undergraduate experience. Campus analysis of results includes comparison across time of student responses, disaggregation of responses by college, and identification of campus strengths and weaknesses as normed against NSSE peer institutions and master’s comprehensive institutions generally. These results are shared publicly in University Assessment Committees and open fora, and are communicated through associate deans of the colleges and program directors back to their respective departmental and unit constituencies.
Concern for Quality Educational Environment and Support in Butler’s 2011 NSSE Results

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>62%</td>
<td>First-year students frequently discussed reading or ideas from coursework outside of class.</td>
</tr>
<tr>
<td>59%</td>
<td>First-year students spent time with faculty members on activities other than coursework.</td>
</tr>
<tr>
<td>67%</td>
<td>First-year students said their faculty were available, helpful, and sympathetic.</td>
</tr>
<tr>
<td>89%</td>
<td>Seniors said their faculty were available, helpful, and sympathetic.</td>
</tr>
<tr>
<td>88%</td>
<td>First-year students identified the institution as helping them succeed academically either “quite a bit” or “very much” and made a substantial commitment to their academic success.</td>
</tr>
<tr>
<td>83%</td>
<td>Seniors identified institutional supports as helping them succeed academically as either “quite a bit” or “very much.”</td>
</tr>
</tbody>
</table>

The systematic, comprehensive, and routine character of program assessment suggests a culture of continuous improvement at Butler. So, too, does overt planning for remediation and development. Programs that are found to be in need of revision, through the internal program review cycle or the external accreditation bodies, are assisted in meeting standards of excellence and may apply for a mini-grant from the Office of Institutional Research and Assessment to offset the cost of planning and initiating needed revision or revitalization. Furthermore, the comprehensive faculty development program offers faculty multiple opportunities to enhance their teaching and pedagogy. Knowledge of “best practices” is routinely sought by faculty and staff conference attendance and presentations, participation in professional list serves and webinars, and through investment in course development. As one example, since 2009, 30 instructional grants have been awarded to faculty across the University. See here for details.

Subcomponent 4.A.1. The institution maintains a practice of regular program reviews.

Butler University engages multiple constituencies in program reviews of several different types, with varied cycles and review instruments. The routine academic program reviews on a seven-year cycle are described in detail below; the annual assessment reports produced by academic units, allied to student learning and program objectives, are discussed in detail in Core Component 4.B.

Every academic program offered by the University is reviewed once within a seven-year cycle. Within this seven-year cycle, many Butler programs are required to undergo external accreditation, such as by NCATE for our College of Education and AACSB for the College of Business. While programs that undergo external accreditation are exempt from these program reviews, an interim report is required if the external accreditation cycle is longer than seven years. Program review goals are explicit.
CRITERION FOUR: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

Academic Program Review Goals

Enhance the quality of academic programs at Butler by clarifying program goals, assessing goal achievement, reviewing program resources, identifying concerns, and introducing needed changes.

Stimulate the review of policies, practices, procedures, and records, and, thereby, help improve program operations.

Provide an effective orientation to the program and its activities for new faculty, administrators, and external entities.

Identify areas for resource needs and growth as well as justify requests for program enhancements.

Help the University develop a better sense of college programs and make more informed decisions on curricular proposals, budget requests, and long-term planning.

Align academic program needs and campus priorities in ways consistent with the University’s mission and strategic directions, particularly the priorities identified in the current strategic plan.

The Office of Institutional Research and Assessment maintains a common academic program database, the “Program Review Statistical Overview,” which constitutes the official quantitative information used by units in the program review process. All participants in the program review process are responsible for ensuring the validity, reliability, and comparability of the data. While quantitative data is important, the program reviews also incorporate qualitative data.

Each academic program is reviewed according to seven criteria: program goals and directions, faculty, curriculum and its impact on students, extra programmatic curricular contributions, the student experience, resource management, and the strengths/weaknesses of the program. The program completes a self-study involving all members of the program or department. The program review committee works with the Office of Institutional Research and Assessment, the dean of the college, and other areas of the University, as appropriate, in compiling and analyzing data relevant to the program review document. The University Assessment Committee reviews the self-study draft for possible revision prior to the external reviewer visit. The reviewer visits and submits a report based on established guidelines. The dean transmits the completed review to the chair/program director who submits a response to the dean. If applicable, the College Curriculum Committee may provide comments to the dean on the review and the program response. Based on the review and the program’s response, the dean provides recommendations to the program/department. The final self-study is submitted to the Office of Institutional Research and Assessment; this process typically takes 14 months. Additional information about this process including the document that guides academic program review (Academic Program Review Guidelines) can be found here.

Subcomponent 4.A.2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.

Butler University evaluates all the credit it transcripts, including what it accepts or awards for other forms of prior learning, as evidenced in the following policies and practices:

Advanced Placement credit. Faculty have determined that a minimum score of four is required to earn AP credit at Butler and the faculty determines where in the degree program credit is awarded—in the fulfillment of credit hours in the Core Curriculum, the major, or as electives.
The International Baccalaureate program. The IB transfer process begins at the International Admissions Office and normally involves international students applying to Butler University. Occasionally, a domestic student will have completed the IB program and apply to Butler. As with the awarding of AP credit, criteria for awarding IB credit is established by our faculty acting through departments, colleges, and Faculty Senate curricular sub-committees.

College Level Examination Program. CLEP offers standardized tests that any student may take in a specific area. Very few students apply for college credit through CLEP at Butler.

Proficiency Tests. Butler offers placement tests in English, mathematics, foreign language, music theory, piano pedagogy, and chemistry. (See Criterion Three for more discussion of the placement process.) The Department of Modern Languages, Literatures, and Cultures also offers retroactive application of proficiency (“earned”) credits to students who place in 200- or 300-level language classes based on placement results and who successfully complete two 300-level language courses in the respective language with a grade of “C” or better. These credits apply toward a major or minor.

Prior Experiential Learning. Our institution rarely receives requests for credit transcription for prior experiential learning. An exception is veterans (particularly Army) seeking academic credit through validation by the Council of Education for some of their activities, which include basic training or other military courses counting toward the Physical Well Being core requirement. Very few Butler students have applied for and received academic credit for such military-related activities; the most recent example involved awarding of credit for Physical Well-Being in the Core Curriculum after review by the administrator of the Core Curriculum and faculty with expertise in the core area.

Internships and practice. All Butler professional colleges—College of Business, College of Education, College of Pharmacy and Health Sciences—have well-articulated policies, protocols, and written agreements which govern their internship and clinical placements. See the following for examples: Art Internship 2012, COB Experiential Education Contract, COB Letter to Employer, COB Intern Supervisor Guideline, COB Internship Employer Info 2012, COB Internships, COB Pre-Req Intern Form, Pharmacy Rotation Manual 2012.

A generic “Student Internship/Experiential Education Agreement” is also used widely across campus and filed with the Internship and Career Services office. It clarifies, for example, institutional expectations and insurance coverage, for Butler students engaged in off-campus internships. See here for a copy. The campus is currently engaged in a discussion to standardize and further codify registration processes for summer internships, criteria for awarding of credit for internships, and maximum internship credits allowable in the major.
**Subcomponent 4.A.3. The institution has policies that assure the quality of the credit it accepts in transfer.**

Butler University does not transcript credit it would not apply to its own programs. The University only accepts credit from two-year and four-year institutions with appropriate accreditation and uses Butler faculty expertise in reviewing course descriptions and syllabi to establish specific course articulation and equivalencies. Well-established policies and protocols reflect our concern with the appropriate academic rigor and quality in credit transfer which, in turn, ensures the integrity of the Butler degree.

**Domestic transfer credit.** Registration and Records requires an official transcript, whether from the given university or provided by the student in a sealed envelope. The regional accreditation of the university is checked. No grades below a C- are accepted, and no pass/fail credits are accepted. Developmental and/or remedial courses (pre-100 level) are not accepted for credit at Butler. Course descriptions are provided by the student and are sent by Registration and Records to the appropriate department chair to assess if the course should be transferred for credit in that department. The chair’s recommendation may then be sent to an associate dean or a program director in the relevant college to make the final decision on the course, which is then communicated to Registration and Records. Should further detail be needed to assess a course, a department chair may request and review course syllabi before making their determinations. For University Core Curriculum transfer articulation, the associate provost for faculty affairs, who oversees the Core Curriculum, makes the final decision on applicability, consulting faculty where necessary. Information on transfer credit is available on the Butler website [here](#).

**Study Abroad.** Overseas programs are vetted by the Butler University Center for Global Education. Students also are advised to seek pre-approval from their departments for specific courses they plan to take overseas in these programs. For any given course, signatures are required by the appropriate department chair, the student’s academic advisor, and the appropriate administrator in the particular college, typically, program director, associate dean, or Core Curriculum senior administrator. More information may be found [here](#).

As mentioned in the discussion in support of Criterion Three, Butler hosts the Institute for Study Abroad (IFSA), which offers overseas programs to students around the country, including Butler students. Butler faculty vet all study-abroad programs sponsored by IFSA, and Butler awards credit for the courses associated with these programs. The committee currently includes faculty from the disciplines of international studies, political science, and modern languages and from the College of Business and the Jordan College of the Arts. In forming the committee, a priority was placed on including faculty whose areas of interest and expertise encompassed those countries and cultures where IFSA was operating, with broad knowledge of study-abroad issues, and from Butler colleges which typically sponsor or send students abroad. In vetting IFSA courses and programs, the faculty review documents related to the general organization of the program, such as the place where the classes will be taught (independent center or university); how the courses fit within the overall program and study-abroad experience; equivalency to Butler courses; safety issues; and syllabi and curriculum vitae of instructors.

**Online courses.** At this time, Butler generally does not accept online courses for credit transfer. While institutional transcripts, following AACRAO recommendations, often do not identify mode of delivery, internal practices seek to distinguish online from face-to-face delivery. For example, the College of Business pre-approval form for transfer credit specifically asks whether the course being considered for transfer is classroom-based or online, and the student is informed that no credit will be given for
Subcomponent 4.A.4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs and dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Curricular authority. As noted in the Constitution of the Faculty Senate of Butler University, “The Faculty Senate, or bodies to which it delegates its authority, is the primary body with responsibility to formulate, review, revise, and adopt for recommendation to the president, all University policies regarding: curriculum and student learning; standards and criteria for determining faculty promotion, tenure and evaluation; aspects of student life which relate to the teaching and learning policies of the institution; granting of degrees and setting of degree requirements; scholarship and creative efforts of the faculty; and, other matters of primarily academic or instructional impact.” (Art. II § 2)

The University has established a multi-layer review process for courses and curricula. This includes identification of prerequisites, as deemed appropriate by departmental faculty and programs, informed by their concern for appropriate rigor, articulation, and sequencing of courses to ensure competencies in majors and degree programs. As noted in the discussion supporting Criterion Three, Student Learning Outcomes also are required for all degree programs and faculty “map” departmental curricula and individual courses against these outcomes as part of routine course proposals and review by departments, colleges, and the University Curriculum Committee. Annual academic assessment reports also confirm and discuss these alignments.

Access to learning resources. Academic advising is the responsibility of the Butler faculty, and is seen as a form of teaching (Faculty Handbook: 20.20.30 E). Faculty begin advising declared majors from students’ first arrival on campus for “new student registration,” the spring before their matriculation, when incoming students select courses for their first semester of enrollment. Meeting with an academic advisor is a requirement before registration for courses throughout a Butler undergraduate’s career. Exploratory students are served by professional, full-time academic advisors in the Learning Resource Center (LRC). Special workshops, academic success coaching, and a special one-hour course are also available for all students through the Learning Resource Center. The LRC also sponsors study tables and tutoring in collaboration with individual departments, in most cases providing logistical, staffing, and supplemental financial support. Subject areas typically represented with study tables include: accounting, general biology, chemistry, mathematics, computer science, music theory, foreign languages, physics, psychology, and pharmacy. The LRC hires and pays peer tutors, offering individualized peer tutoring in general biology, general chemistry, mathematics, physics, and select Core Curriculum courses. In addition, all Butler students have access to several specialized labs and learning centers including the Writers’ Studio, (see here for information on the use of the Writers’ Studio), the Speakers Lab, the Math Lab, and the Modern Language Center.

Students who register with Student Disability Services have a range of learning resources and supports following national “best practices,” from individual counseling and test-taking accommodations to e-text conversion and captioning. See here for an overview of services available.
Butler Libraries provides access to learning resources via its online and print collections. The libraries provide access to nearly 200 online databases, 100,000 e-books, 50,000 electronic journals, and 400,000 physical items (books, DVDs, CDs). In addition to this content, the libraries have expanded access to collections via two tools: the Springshare LibGuides product and the Ex Libris Group Primo discovery tool. LibGuides are librarian-created subject and course resource guides that are available to students at all times, often to complement in-class librarian instruction. Primo is a unifying search tool which provides a Google-like single search box that returns results from the library’s traditional catalog, articles from a cloud-hosted index of scholarly content obtained directly from journal and database publishers, and locally produced digital collections as well. Details can be found here. Besides learning resources, Butler Libraries supports the curriculum through its spaces, technology equipment, and other services, which are delineated elsewhere in this report.

Faculty qualifications. All instructors who offer courses for academic credit are considered Butler University faculty members, as are professional librarians. Other faculty appointments “may be defined in terms of specific responsibilities”—such as research, clinical supervision, artist-in residence, and others—as deemed appropriate by the respective dean and as approved by the provost (Faculty Handbook: 20.10 A-D). Instructional expectations of faculty, with respect to class meetings, syllabi, grading, academic integrity, and final examinations are clearly articulated (Faculty Handbook: 20.20.30).

Appointment of a new faculty member follows policies and procedures outlined in the Faculty Handbook (20:30:10). These include a justification for the position, bolstered by assessment results, together with a statement of qualifications and probable rank developed and transmitted by the appropriate college dean to the Position Review Committee (PRC)—composed of the provost, the executive director of human resources, and the vice president of finance and administration. The PRC recommendations are ultimately approved by the president. Advertised faculty positions identify minimum or required credentials and qualifications, according to the respective college. Faculty hired in the College of Business, for example, must be “Academically Qualified” by the definition of their accrediting group (AACSB-Association to Advance Collegiate Schools of Business) for tenure-track positions and “Professionally Qualified” for instructor and adjunct positions. See the following for details: COB Faculty Standards, COPHS Credentials for Entry, CCOM Professional Standards.

Standards and criteria for determining faculty promotion, tenure, and evaluation are the province of the faculty through the Faculty Senate and its delegated committees. For example, the Faculty Affairs Committee has responsibility for policy recommendations “regarding faculty rank and compensation, selection procedures for academic administrative personnel, scholarship and creative efforts of faculty, and faculty leaves.” (Bylaws of the Faculty Senate of Butler University, Art. I, §4.5.) Each college has an elected Professional Standards Committee, though which tenure and promotion dossiers are evaluated; criteria for tenure and promotion are determined by each college under the breadth of criteria the University has identified. The University Promotion and Tenure Committee is charged with determining that appropriate procedures have been followed, and suggesting where the colleges’ policies may be further aligned.

Dual credit programs. Butler University does not participate in the provision of dual-credit courses, as traditionally understood. A small number of central Indiana high school students are extended the opportunity to take courses for credit on the University campus from Butler faculty at a reduced
tuition rate through the Gifted and Talented (non-degree) Program; we do not credential high school instructors to teach our courses in secondary school classrooms for Butler credit.

In fall 2011, Butler University initiated an Early College Program (ECP) with Shortridge Magnet High School for Law and Public Policy as part of its partnership agreement with the Indianapolis Public Schools. While participating students—select high school juniors and seniors—receive both college and high school ("dual") credit which helps them complete their Indiana Honors Diploma, standards of excellence in learning outcomes and achievement are guaranteed by the program structure. Shortridge Early College Program students enroll in the same courses as their Butler degree-seeking counterparts and are taught in Butler classrooms and by Butler faculty. See this brochure for more information.

While the University does accept credits from universities that offer dual credit courses, the quality of these courses is currently independently validated by the university granting the dual credit. Registration and Records confirms the regional accreditation of the university granting credit before accepting application of these credits to the Butler degree. However, due to the rapid expansion of these programs, an Indiana Dual Credit Review Sub-Committee (IDCRS) of the State Transfer and Articulation Committee (STAC) is now recommending that all Indiana institutions offering the concurrent enrollment model of dual credit demonstrate adherence to standards similar to those advocated by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Any Indiana college or university which operates a concurrent enrollment program must submit evidence that standards are being met or exceeded. The Indiana Department of Education provides information here. As the receiving institution for some of this credit earned by students while in high school, Butler may begin to use this additional accrediting process as a means of distinguishing quality programs. A “Preferred Dual Credit Provider List” for the state is already under construction.

Subcomponent 4.A.5. The institution maintains specialized accreditation as appropriate to its educational purposes.

Butler University expects that all programs eligible for external accreditation will seek, earn, and maintain that accreditation. Butler programs that can be accredited by an external professional body undergo the accreditation process on the cycle established by their respective professional body. The following details our specialized accreditation history, including certifying bodies and most recent date of accreditation.

College of Business (COB). Accredited by the Association to Advance Collegiate Schools of Business (AACSB).


College of Education (COE). Accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Council for Accreditation of Counseling and Related Educational Program (CACREP).
COE received its first external accreditation in 1953. Accreditation was most recently confirmed in March 2005. The college recently completed a new self-assessment and the site visit occurred in November 2012. See here for documents supporting COE’s NCATE submission.

**College of Pharmacy and Health Sciences (COPHS).** Accredited by the Accreditation Council for Pharmacy Education (ACPE) and the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA).

The Pharmacy Program was first accredited by the ACPE in the 1930s when it was the independent Indianapolis College of Pharmacy (ICP). ICP merged with Butler University in 1945 and was accredited at the time of the merger; its most recent confirmation of accreditation occurred in 2012. Its next accreditation review has been pushed back to 2020, signaling the strength of the program in being placed on an eight-year cycle. The Physician Assistant Program, first accredited in 1996/1997, was most recently accredited in 2010. Its next review is 2016.

**Jordan College of the Arts (JCA).** Accredited by the National Association of Schools of Dance (NASD), the National Association of Schools of Theatre (NAST), and the National Association of Schools of Music (NASM).

First accredited in 1992 by the National Association of Schools of Dance, the Department of Dance was last accredited in 2007. The Department of Theatre was first accredited by the National Association of Schools of Theater in 2001, with its last accreditation in 2007. The Arthur Jordan Conservatory of Music was first accredited by the National Association of Schools of Music in 1931, nearly 20 years before it became part of Butler University; the name of the college changed to Jordan College of Music in 1949. The School of Music’s last accreditation was in 2010. The next accreditation review for JCA programs occurs in 2017.

**College of Liberal Arts and Sciences (LAS)—Chemistry.** Some programs accredited by the American Chemical Society (ACS).

Accreditation was in place by the early 1950s; the most recent review was AY 2005–2006. A new accreditation report was submitted in June 2012.

**New programs.** With the arrival of a new dean in summer 2012, the College of Communication plans to investigate accreditation available in program areas; for example, from the Accrediting Council on Education in Journalism and Mass Communications. Once fully implemented, the Art + Design Program in the Jordan College of the Arts will pursue accreditation. Additional faculty, growth of student census, and three years of graduate transcripts are a prerequisite for applying to the National Association of Schools of Art and Design (NASAD).

**Subcomponent 4.A.6.** The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowship, internships, and special programs (e.g. Peace Corps and AmeriCorps).

The fact that Butler monitors and makes public, university, college, and program-specific data reflects the University’s commitment to accountability and continuous improvement, and also the value placed
on transparency and communication with core constituencies. The University is justifiably proud of the strength of these indicators as a sign that it is fulfilling its obligations to students in preparing them for lives of productivity and purpose.

On its website, the University Office of Institutional Research and Assessment (OIRA) maintains an Institutional Data Set, and the Common Data Set, plus a data archive of departmental statistics, all of which include graduation and placement metrics. In addition, the bi-annual Alumni Survey, administered by the OIRA, yields graduate school and employment information. Furthermore, each department or program provides a benchmark for its majors, and tracks them to determine their successes.

The Internship and Career Service (ICS) Office employs a variety of strategies—most recently, adding the use of social media—to develop strong returns in its yearly survey of Butler graduates with regard to post-graduate plans: employment, gap year programs, fellowships, graduate school enrollment, and participation in special programs (AmeriCorps, Teach for America, Peace Corps, English Language Teaching Abroad). See here for information. Data also are compiled with an eye to connections between internship placement and later offers of full-time employment. Since the mid-1990s, this information has been publicized in an annual brochure. Brochures are distributed to the Office of Admission and administrators, and also are available online here. Upon request, ICS will extract more granular information for interested parties; for example, disaggregating results by college major or individual program, and communicating this information to departmental chairs or faculty.

This information proves useful in actual advising of Butler students prior to graduation: identifying specific career paths followed by Butler graduates from various majors; suggesting possible placement and networking opportunities for students; easing parental concern about job prospects; and assisting employers in maintaining competitiveness in their job offers to recent Butler graduates.

<table>
<thead>
<tr>
<th>Internship and Career Services: University Placement Data</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>333</td>
<td>66%</td>
</tr>
<tr>
<td>Grad School</td>
<td>117</td>
<td>23%</td>
</tr>
<tr>
<td>Gap Year Program</td>
<td>23</td>
<td>4%</td>
</tr>
<tr>
<td>Still Looking</td>
<td>34</td>
<td>7%</td>
</tr>
<tr>
<td>Totals</td>
<td>507</td>
<td>100%</td>
</tr>
<tr>
<td>Employed</td>
<td>397</td>
<td>72%</td>
</tr>
<tr>
<td>Grad School</td>
<td>91</td>
<td>17%</td>
</tr>
<tr>
<td>Gap Year Program</td>
<td>24</td>
<td>4%</td>
</tr>
<tr>
<td>Still Looking</td>
<td>36</td>
<td>7%</td>
</tr>
<tr>
<td>Totals</td>
<td>548</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AmeriCorps</th>
<th>3</th>
<th>AmeriCorps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peace Corps</td>
<td>3</td>
<td>Peace Corps</td>
</tr>
<tr>
<td>Teach for America</td>
<td>7</td>
<td>Teach for America</td>
</tr>
</tbody>
</table>

Source: Internship and Career Services

Butler’s professional colleges excel in tracking their graduates, prompted by genuine interest, marketing concerns, accreditation, and state reporting requirements.

The College of Business partners with Internship and Career Services to generate the most comprehensive report possible. In 2011, COB had information for 96 percent of its graduates—starting salary, date for accepting first post-graduate position—and reported a 99 percent placement rate. The data is
shared annually with all COB staff and faculty, the COB Board of Visitors, and posted on the college website here. The reporting of these metrics to Bloomberg BusinessWeek led to a dramatic improvement in the college’s rankings among U.S. Undergraduate Business Schools: from 63rd overall in 2010 to 48th in 2012. In addition to moving up in overall rankings, the COB’s academic quality number jumped—moving up seven spaces from last year’s 19th position to the 12th position this year. And the COB was ranked 2nd nationally in internship programs. In comparison to other business programs in Indiana, Butler’s impressive number is second only to Notre Dame’s Mendoza School (7th).

Since 2007, graduating students in all undergraduate programs in the College of Business, except in economics due to the smaller number of students in some years, have taken the ETS Major Field Test which assesses competencies in nine subfield areas. Comparisons of Butler students’ mean results with the mean of students at the other 618 participating institutions demonstrates that Butler students scored well above the mean, and well above the 50th percentile of both total students and total institutions tested. In fact, on eight of the nine areas (accounting, economics, finance, international issues, information systems, marketing, law and ethics, and management), Butler students scored at the 80th percentile or above. The College of Business, therefore, rightfully boasts that it is doing an excellent job of helping students learn the content and tools of business management. See College of Business Major Field Test Outcomes and MFT summary class of ’07 ’08 ’09 ’10 for more details.

Since 2002, the College of Education (COE) also has maintained very complete files on graduates’ job placements. Results are publicized to the faculty, to alumni in the college’s Annual Year in Review, and in local and regional media outlets. For example, the COE’s data for 2011 graduates indicate that 97.83 percent of program completers were employed or in graduate school, with 59 holding Indiana teaching positions, 18 holding out-of-state teaching positions, five continuing in graduate school, and eight securing employment in a non-education field. See here for more detail.

Similarly, the College of Pharmacy and Health Sciences actively solicits information annually from each of its graduating classes and reports this information widely. Students in the Physician Assistant Program are surveyed one month before graduation, and re-surveyed every six months thereafter, with the data resulting in a “Combined Employment Survey.” This data is shared with Physician Assistant Program faculty, COPHS administrators, and with each class of graduating PA students as it contains practical information for graduates as they seek employment. Data from approximately 1995 to 2010 suggest that Physician Assistant Program graduates experienced a 100 percent employment rate. In addition, since 2004, five Physician Assistant Program students have pursued various physician assistant fellowship programs for additional postgraduate specialty training. Four students were accepted into a surgical residency program (two at Yale University, one at Duke University, and one at Montefiore Hospital) and one student attended a pediatric residency program in Washington, D.C. Graduates receiving Pharm.D. degrees are also tracked. Results show a very high employment/residency/fellowship rate with a six-year average placement rate of over 98 percent. In addition, with graduating classes averaging 214 students, an average of 20 has been placed in pharmacy residency programs.

All students graduating in the College of Pharmacy and Health Sciences take professional licensure examinations, with impressive results in both programs. Between 2007 and 2011, pharmacy students posted a 100 percent pass rate in three of five years, and exceeded the national pass rate in all years. In the Physician Assistants examination 2008–2011, Butler students’ pass rate exceeded the national rate.
in all years and was 98-100 percent three of four years. Butler’s national reputation for leadership in these programs is richly deserved. See here for details.

<table>
<thead>
<tr>
<th>Pharmacy Program National Licensure Examination Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 year ending</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>2007</td>
</tr>
<tr>
<td>2008</td>
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<tr>
<td>2009</td>
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<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Physician Assistant National Certifying Examination (PANCE) Results</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>2009</td>
</tr>
<tr>
<td>2010</td>
</tr>
<tr>
<td>2011</td>
</tr>
</tbody>
</table>

**National Field and Licensure Examinations.** Butler students’ performance on national major field examinations and licensure examinations clearly evince the strength of preparation achieved by our graduates. Three departments in the College of Liberal Arts and Sciences regularly use these instruments to assess student achievement: chemistry, computer science, and psychology.

Chemistry graduates are encouraged to take the Diagnostic of Undergraduate Chemical Knowledge, written by the Exam Institute of the American Chemical Society. The national average (31) is at the 47th percentile. Over the past three years (2009–2011), for the proportion of chemistry graduates taking the test (running from one-third to 60 percent), the average Butler student score was 35, or the 66th percentile nationally.

Since 2001, graduating seniors in computer science have been taking the Major Field Achievement Test in Computer Science as given by the Educational Testing Service for program assessment purposes. Over 200 institutions use this exam. Between 2001 and 2005, using a written version of the exam, Butler students consistently placed above the 50 percent mark as a department. After 2005, using an online version of the exam, the five-year average was 151.34, placing Butler students at 55 percent.

The Psychology Department has been using the Major Field Test (MFT) in psychology, a nationally standardized test, to assess both student learning and program effectiveness since 1996. Over the past five years, the average score of Butler psychology students who have taken the test was the 83rd percentile, compared with the national cohort. The test also provides information on how Butler’s psychology program compares to psychology programs at other institutions nationally. Using this assessment, Butler’s psychology program has, over that same time period, averaged at the 94th percentile in comparison with other undergraduate programs. This past year, Butler’s Psychology Department was ranked in the top three percent nationally while graduating a record number of majors (44).
CORE COMPONENT 4.B.

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

Butler University is committed to providing the highest quality of teaching and achieving the highest ideals of student learning. (See the Faculty Handbook Sec. 10.10.10.) Assessment of student learning is fundamental to the process of ensuring quality teaching and learning outcomes. The past decade has witnessed a growing acceptance of, and sophistication in, the systematic assessment of student learning at Butler. A wide variety of evaluative instruments is now employed by the campus: nationally administered and externally normed instruments are complemented by university, college, and discipline-specific ventures and surveys. Departments, units, and faculty assess student learning outcomes and respond to assessment results in fashioning curricular and programmatic change. Campus assessment results, AAC&U “high-impact practices,” and pedagogical “best practices” employed by Butler faculty are better communicated both to internal audiences through annual workshops, fora, and newsletters, and to external audiences via a comprehensive website and presentations at national conferences.

Assessments are beginning to offer compelling evidence that University-wide student learning outcomes at Butler are embraced as community standards of excellence, are given widespread curricular expression, and that established goals are being achieved by the great majority of students through their Butler education, including the Core Curriculum. There is acceptance of collective responsibility for effectively evaluating, communicating, and responding to areas of weakness or challenge in our assessment and achievement of key learning outcomes. Finally, Butler welcomes opportunities to evaluate student outcomes and educational experiences normed against peer and aspirant institutions, which provide longitudinal study of student-reported educational outcomes and provide additional norming opportunities against selective institutions.

Subcomponent 4.B.1. The institution’s goals for student learning are clearly stated and the processes for assessment of student learning and achievement of learning goals are effective.

Butler’s commitment to effective assessment is seen in a clear articulation of University-wide learning outcomes, a multi-layered assessment strategy, and a dedication of those institutional resources required to sustain such efforts. Since our last accreditation, the Office for Institutional Research and Assessment has streamlined and coordinated assessment across the University by creating a new common reporting format (Academic Assessment Report) and setting a common date (October 1) for academic program report submission. Butler’s longstanding participation (since 2001) in the National Survey of Student Engagement (NSSE) and more recent involvement in the Wabash National Study of Liberal Arts Education creates an additional rich data resource for institutional evaluation of student learning outcomes.

In 2007, the Assessment Committee established a foundation for campus assessment when it compiled institutional student learning outcomes from three existing documents previously validated through the institutional governance process: Butler Mission and Commitment Statements, the Dare to Lead strategic plan, and the 2005 Core Curriculum Proposal. The 12 University student learning outcomes (SLOs), endorsed by the faculty, encompass cognitive, psychomotor, and affective domains of learning; printed in The Bulletin, they are listed below for ease of reference.
Butler University Student Learning Outcomes

1. Students will explore various ways of knowing in the humanities, social and natural sciences, creative arts, and quantitative and analytic reasoning.

2. Students will articulate and apply required content knowledge within their area(s) of study.

3. Students will know how to find, understand, analyze, synthesize, evaluate, and use information employing technology as appropriate.

4. Students will explore a variety of cultures.

5. Students will recognize the relationship between the natural world and broader societal issues.

6. Students will communicate clearly and effectively.

7. Students will demonstrate collaborative behavior with others.

8. Students will practice ways and means of physical well-being.

9. Students will make informed, rational, and ethical choices.

10. Students will appreciate diverse cultures, ethnicities, religions, and sexual orientations.

11. Students will share their talents with Butler and the greater community at large.

12. Students will be exposed to the value of lifelong learning.

In 2007, the Assessment Committee also made explicit the understanding “that college and departmental missions, along with their specified goals, be consistent with the University’s mission and strategic plan.” (University Learning Outcomes: Assessment Committee memo, June 11, 2007). Workshops were provided to faculty, administrators, program directors, and staff on how to develop SLOs, appropriate methodologies for assessing SLOs, and criteria which would yield meaningful results. The Bulletin now publishes specific learning outcomes for all degree-granting majors and programs and the University as a whole.

Butler’s processes for assessment are effective in that they are succeeding in operationalizing these University student learning outcomes as standards which inform every area of the curriculum. The academic assessment report regimen promotes greater awareness, annual accountability, and transparency in curricular objectives related to the University student learning outcomes among administrators and faculty. New institutional feedback forms (see the template here) share the evaluative comments of the campus assessment committees in a timely manner, aimed at guiding continual improvement in assessment practices. In spring 2013, the Office of Institutional Research and Assessment will host open sessions for feedback on the assessment form and process; now 10 years into this process, it is time to garner feedback to even further improve our assessment efforts.

In recent years, compliance in submitting academic assessment reports has increased from 72 percent (2007) of academic programs to 88 percent (in 2011). With very few exceptions, academic programs have taken on the challenge of analyzing their curricula, identifying specific disciplinary student learning outcomes, aligning these with University SLOs, and devising relevant assessments to evaluate and document student results. These reported alignments also can be summarized at the University level for a quick assessment of which University SLOs most frequently intersect with departmental learning objectives and curricula, as illustrated in this schematic constructed by drawing upon information submitted by Actuarial Sciences (LAS) in fall 2010 (more at Mapping Departmental SLOs).
All academic programs reporting in fall 2010 linked their own disciplinary student learning objectives with at least one of the University SLOs. No fewer than two-thirds of Butler’s academic programs see their curricula as supporting the achievement of SLOs 4, 5, 10, 11, and 12. For six of the twelve University SLOs (1, 2, 3, 6, 7, and 9), 80 percent to 97 percent of academic programs report curricular elements designed to assist in achieving their outcomes. (See Summary of Alignment of Department SLOs and U SLOs Over Time.)

New academic programs are now completing a disciplinary SLO/University SLO matrix as a foundational exercise, as seen in recent assessment reports submitted by Art + Design and Gender, Women, and Sexuality Studies, and by reports for First-Year Seminar, Global and Historical Studies, and areas of inquiry in the Core Curriculum (Analytical Reasoning and Texts and Ideas), as well as for two programs in the new College of Communication.

The full implementation of Butler’s new Core Curriculum in AY 2010–2011 resulted in the creation of an assessment plan built on a three-year assessment cycle that is faculty-centric and manageable. Since the First Year Seminar and Global and Historical Studies sequences are a significant part of the core, they are assessed every year. Other areas are assessed once every three years. Core Curriculum faculty subcommittees report SLOs, methodologies, and outcomes using the common academic assessment report format, and determine evidence collection.

For those areas of the core assessed in a given year, a team of faculty annually gathers in late May to evaluate student evidence during a two-day workshop called “AssessFest!” The success of “AssessFest!” and the core assessment cycle, in general, is indicative of the culture of assessment that has been built since Butler’s last reaccreditation. (See AssessFest Notes June 13, 2012 and Student Learning Gains in the Core for more information.)

Finally, in 2010, Butler adopted IDEA as the campus provider for course evaluation data collection and analysis; prior to this, the University had nine different course evaluation forms in play each semester. This tool, supplemented by specific evaluations geared toward lab or studio classes, has been used by instructors, departments, and colleges to aid in evaluating teaching effectiveness and guiding faculty development at the individual course level. Of particular note has been the comparison data of individual courses in IDEA’s national database, as well as detailed reports allowing departments, programs, and colleges to better scrutinize their work. In spring 2013, informed by surveys initiated by the Faculty Senate, the IDEA instrument will itself be closely scrutinized for its benefits and limitations.

**Subcomponent 4.B.2.** The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

**Student Learning Outcomes as a framework for curricula.** Institutional academic assessment reports (2010–2011), found here, reveal areas of shared strengths, as well as some specialized division of labor, as faculty design and deliver curricula that support the achievement of University student learn-
ing outcomes. Not surprisingly, Butler academic departments and programs see themselves as making
the strongest curricular contribution to “students articulating and applying required content knowledge within their area(s) of study” (SLO 2). Nevertheless, the academic assessment reports document over 100 departmental and academic program SLO intersections with the University-wide SLOs.

### Significant Curricular Intersection with University SLOs

<table>
<thead>
<tr>
<th>SLO Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate (SLO 3).</td>
</tr>
<tr>
<td>To explore various ways of knowing in the humanities, social and natural sciences, creative arts, and quantitative and analytic reasoning (SLO 1).</td>
</tr>
<tr>
<td>To communicate clearly and effectively (SLO 6).</td>
</tr>
<tr>
<td>To make informed, rational, and ethical choices. (SLO 9).</td>
</tr>
</tbody>
</table>

While departments within the College of Liberal Arts and Sciences account for one-third to one-half of the alignments presented in these areas, with programs within the Jordan College of the Arts next in significance, all Butler colleges are playing a part. Finally, for the remaining seven SLOs save one, several dozen correspondences exist between University SLOs and department SLOs. This high degree of interrelation between departmental SLOs and University SLOs translates into faculty offering hundreds of courses for Butler students designed as vehicles for achieving key University learning outcomes. (See Mapping Departmental SLOs and Summary of Alignment of Departmental SLOs and U SLOs Over Time for more information.)

**Methods of assessment used by departments and academic programs.** Academic assessment reports identify the strategies currently used to evaluate student performance and learning outcomes. Assessment embedded in courses, associated with the assignment of course grades, is ubiquitous. In sheer number and variety, direct, internally normed assessments predominate, complemented by direct, externally normed licensure, certification, disciplinary tests, and national surveys in a few select programs. Indirect, internally normed assessments in use include alumni, senior, and other student surveys; focus groups; exit interviews; IDEA form customized queries; and reflection exercises.

Direct and indirect methodologies include:

- Analysis of examination questions
- Case analysis and case studies
- Clinical lab performance
- Clinical observations
- Common grading rubric required course
- Common senior paper
- Comprehensive Operational Management Project
- Content Addendum to Student Teaching Rubric
- Course assignments
- Culminating examination in the major
- Documented lesson plans and summative reflections
- Embedded assessments and exam questions
- Employer surveys
- Exhibition (performance appraisal)
• External examiner
• Internship presented in a departmental seminar
• Internship performance reviews
• Internship supervisor evaluation
• Lab practicum exam
• Leadership project
• Literature review
• Observations
• Paper in required course
• Performance appraisals
• Portfolios
• Poster session
• Practicum
• Preceptor evaluation
• Programming project scores
• Required research poster
• Assignment demonstrating professional site engagement
• School Improvement and Supervisory Plan
• School Law Project
• Self-assessment project as “capstone” project
• Simulations
• Student presentations at professional meetings
• Student teaching evaluation form
• Student teaching practicum
• Student teaching rubric
• Studio assignments
• Teacher Work Sample Model
• Thesis project
• Unit planning portfolio

**Student Learning Outcomes demonstrated by departments.** Many programs provide strong evidence for claims of curricular efficacy, judged by the quality of the assessment methodologies and results communicated in their academic assessment reports. Examples of special note are: biological sciences, chemistry, international studies, philosophy and religion, psychology, sociology and criminology in the College of Liberal Arts and Sciences (LAS); programs in Middle Secondary Education and the Master’s in Effective Teaching and Learning in College of Education (COE); journalism, in the College of Communication (CCOM); pharmacy, in the College of Pharmacy and Health Sciences (COPHS); and the department of dance in the Jordan College of the Arts (JCA).
### Select Academic Program Student Learning Outcome Achievement Reporting

#### Psychology (LAS)

**Departmental SLO 4**: Develop an appropriate empirical study to address a research question regarding some aspect of behavior.

**University SLO alignments 2, 3, 6, 7**: Students will articulate and apply required content knowledge within their area(s) of study; will know how to find, understand, analyze, synthesize, evaluate and use information, employing technology as appropriate; will communicate clearly and effectively; will demonstrate collaborative behavior with others.

**Assessment methods**: Embedded assessments in required courses (Psychological Statistics, and Research Methods and Statistics II); Student Survey (indirect).

**Outcomes**: 88 percent of students received passing scores on the embedded assessment; 97 percent of students averaged above 4.0 and 100 percent averaged above a 3.0 (mid-point) on the set of four survey items used to assess this SLO.

#### Journalism (CCOM)

**Departmental SLO 7**: Demonstrate and display a commitment to professional, ethical, and legal standards and responsibilities in the field.

**University SLO alignment 9**: Students will make informed, rational, and ethical choices.

**Assessment methods**: Senior Questionnaire; Intern Supervisor Evaluation (Likert scale 1 – 7).

**Outcomes**: 100 percent of student respondents self-scored five or above, meeting or exceeding internal goals; 80 percent of student interns rated five or above by their supervisors.

#### International Studies (IS)

**Departmental SLO 3**: Draw connections between social issues in their local community and the larger national and global context for such issues.

**University SLO alignment 2, 4, 7, 10**: Students will articulate and apply required content knowledge within their area(s) of study, explore a variety of cultures, demonstrate collaborative behavior with others, and appreciate diverse cultures, ethnicities, religions, and sexual orientations.

**Assessment methods**: Embedded Assessment: Common assignment in IS410 Global Society (capstone course with rubric applied across sections by IS faculty); Exit Survey of graduating seniors.

**Outcomes**: Nine out of 10 students fulfill this objective by exceeding goal of 80 percent of students demonstrating a knowledge and understanding of the connections between the local and the global.

*Source: Annual Assessment Reports*

As a general rule, highest performance to date in documenting student learning outcomes is found among Butler colleges and departments with external accreditation cycles, those with nationally normed major field exams, and those whose disciplinary “ways of knowing” focus on scientific method or measurable results—all of which promotes a comfort level with assessment, well-developed analytics, and data sets. Externally accredited programs (all programs in the College of Business and the College of Education; and most programs in the Jordan College of the Arts and the College of Pharmacy and Health Sciences) also stand out for their frequent revision of departmental SLOs and updating of assessment strategies.
Core Curriculum

Full implementation of the new Core Curriculum (fall 2010) inaugurated a distinct assessment program that was designed to monitor student learning outcomes in all Core Curriculum categories and subcategories. Faculty and administrators in Core Curriculum Area committees work on continual refinement of Core Curriculum student learning goals and on appropriate evaluative criteria. Two methodologies are currently employed: adaptive use of the Institutional Portfolio model developed by Seybert & O’Hara and indirect information drawn from course evaluation (IDEA) forms. The University now has three years of data showing student learning gains from Core Curriculum courses. Moreover, we have been able to map core learning gains onto national student surveys to provide a richer view of student learning.

Specifically, there are three highlights:

- Students are reporting learning gains in individual courses taught as part of the Core Curriculum.
- Campus assessment teams have identified learning gains in each area of the core that has been assessed.
- Full implementation of the core coincides with noticeable increases in overall learning gains as measured by national surveys.

The full “Student Learning Gains in the Core Curriculum” is available [here](#).

As part of the core assessment cycle, each particular area of the core is systematically evaluated. Here are two examples, the assessment of Analytical Reasoning (AR) and the assessment of Texts and Ideas (TI). University goals in Analytical Reasoning require that students demonstrate capacities for quantitative and analytical reasoning, understand the centrality of quantitative reasoning to the natural and social sciences, and recognize the applications of such reasoning to matters of personal and public life. When judged against a faculty-developed rubric, samples of students’ course assignments across 10 AR course sections revealed “competency” in these student learning outcomes for two-thirds of the students; however, in their self assessments, 82.5 percent of students reported making at least moderate progress in these capacities, with 62.4 percent reporting that they made “substantial” or “excellent progress” in AR learning outcomes. (See [CORE Analytical Reasoning Fall 2011](#).)

Another area of inquiry, Text and Ideas, within the Core Curriculum has learning objectives which align with portions of three University SLOs, including students gaining facility in how to analyze and critically evaluate ideas, arguments, and points of view. The faculty-developed rubric for portfolio review was applied to a 20 percent random sampling of work of enrolled students from 95 percent of the Text and Ideas sections taught in spring 2011. As judged by five primary traits associated with critical thinking competency, faculty scoring for students indicated 65.6 percent with “some proficiency,” 26.6 percent with “proficiency” and zero percent with “high proficiency,” with significantly higher means for senior writers compared with younger students. Here the indirect measure of student self-assessment also yielded stronger reported learning outcomes, with 29.9 percent of students reporting “substantial progress” and 47.8 percent reporting “exceptional progress.” (See [Core Text and Ideas Fall 2011](#).)

In these two Core Curriculum assessments, using both direct and indirect methods, a complex pattern of results and recommendations emerged. Faculty subsequently concluded that better sampling techniques were needed in creating portfolios for review, but in neither case was it suggested that Univer-
sity competency goals be reduced; in fact, faculty recommended “raising the bar” for student learning outcome goals in Text and Ideas since a 75 percent level with “some proficiency” in critical thinking appeared to be so easily met. (See Student Learning Gains in the Core.)

University Honors Program

The University Honors Program (UHP) “exists to meet the expectations of academically outstanding students who wish to develop their talents and potential to the fullest” through a combination of honors community activities, distinctive honors course work, and the completion of an undergraduate honors thesis. Students in the honors program have diverse skills, interests and aspirations, and UHP attempts to accommodate as much of this diversity as possible. The program understands learning goals as descriptive rather than prescriptive markers that guide efforts to realize the highest and broadest possible level of education, personal growth, and achievement for outstanding students. As a whole, the Honors Program at Butler advocates:

- Interdisciplinary education.
- Excellent oral and writing skills.
- Interactive, discussion-oriented inquiry.
- Willingness to explore new areas of knowledge.
- Personal as well as collaborative learning.
- Innovative methods of learning.
- Research and creativity.
- Close faculty-student collaboration.

The UHP publishes a set of learning goals to be applied within its courses which intersect with several University SLOs and Core Curriculum goals.

The program utilizes several methods to assess achievement of its learning goals, some of them unique. Course evaluations using the IDEA forms are conducted each semester in all honors seminar classes, with program-level review of instructors’ summary data as well as individual comments submitted by students; course syllabi are evaluated to ensure correspondence with at least some of UHP’s learning goals. Students share their assessment of UHP courses via an Academic Forum, an event sponsored by the Student Honors Council, and pass on their recommendations to the UHP Coordinator. Students publicly display their competencies in an annual “We Love Honors” Showcase, an afternoon of student presentations with projects from all UHP courses. Finally, student honors theses are evaluated not only by thesis advisors and second readers but also by individual college honors boards. With multiple effective strategies and positive outcomes already in place, UHP is nonetheless in the process of improving its review processes in specific ways which should enhance achievement of their specific learning outcomes. (See Subcomponent 4.B.3.)

National Survey of Student Engagement

Student Learning Outcomes documented in NSSE can be directly linked to 10 of our 12 University outcomes. NSSE questions, 29 in all, reflect on student experiences closely related to our specific University SLOs. In many cases, the relevant questions ask students how much the institution contributed to their learning in a particular area: very little (1), somewhat (2), quite a bit (3), or very much (4). In others, students self-report the frequency with which they participated in high-impact learning activities. Butler counts as signs of solid achievement those NSSE items where the mean student response fell minimally at the level of “3” on the Likert scale. See here for more details.
In more than half of the NSSE items, (mean) student responses in 2011 for both first-year and senior
cohorts reported Butler’s contributions to their learning as “quite a bit” (3.0) or “very much.” The
first-year and senior year students also agreed on areas of especially strong impact on student learn-
ing. These included support for students exploring various ways of knowing in the humanities, social
and natural sciences, creative arts, and quantitative and analytic reasoning (SLO 1); students be-
ing exposed to the value of lifelong learning (SLO 12); students knowing how to find, understand,
analyze, synthesize, evaluate, and use information (SLO 3); and, students communicating clearly and
effectively (SLO 6). (See Butler University SLOs Matched to NSSE Results and Butler University
SLOs Matched to NSSE with Select Data Charts.)

Equally significant, Butler’s NSSE student learning indicators trended upward, most dramatically
with respect to first-year students’ reporting of their learning experiences. First-year responses for every
NSSE indicator related to our University SLOs improved except one—incidence of study abroad; this
indicator, however, improved from NSSE 2004 to NSSE 2011. (Senior cohort trends were more mixed
and improvements more modest.) See documents linked in the previous paragraph.

Comparisons in first-year and senior cohort responses reflect, to some extent, shifting institutional
emphases, curricular redesign, and programmatic innovations of the past eight years. The impressive
trajectory of first-year outcomes found in NSSE builds upon Butler’s attracting a more selective student
body coupled with more intentional first-year experience programming and the introduction of a
two-semester First Year Seminar (FYS) sequence. Campus-wide strategic planning, which led to the
articulation of clear University student learning goals and the creation of the new Core Curriculum, is
also beginning to bear fruit in enriched and effective educational experiences.

<table>
<thead>
<tr>
<th>Key positive trends in University SLO-related NSSE mean results. 2004 v. 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Representing areas of highest recorded institutional impact and student activity (3.0 or above)</td>
</tr>
<tr>
<td><strong>First-Year cohort (2011 v. 2004)</strong></td>
</tr>
<tr>
<td>Foreign language coursework (+29%)</td>
</tr>
<tr>
<td>Analyzing quantitative problems (+16%)</td>
</tr>
<tr>
<td>Working effectively with others (+14%)</td>
</tr>
<tr>
<td>Participated in a community-based project as part of a course (+13%)</td>
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<tr>
<td>Writing clearly and effectively (+12%)</td>
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<tr>
<td>Making a class presentation (+11%)</td>
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<tr>
<td>Using computing and information technology (+11%)</td>
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<tr>
<td>Working of a project that required integrating ideas (+10%)</td>
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<tr>
<td>Synthesizing and organizing ideas into complex relationships (+10%)</td>
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<tr>
<td>Exercise or participate in physical fitness activities (+10%)</td>
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<tr>
<td>Making judgments about the value of information, etc. (+10%)</td>
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<tr>
<td><strong>Senior cohort (2011 v. 2004)</strong></td>
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<tr>
<td>Worked with other students on projects during class (+16%)</td>
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<tr>
<td>Studied abroad (+14%)</td>
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**Student Learning Outcomes in Comparative Context.** The Wabash National Study of Liberal Arts
Education (completed December 2011) offers detailed information of students’ change in educational
engagement at selective points in time between 2007 and 2010. Since the project attracted only two
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master’s comprehensive institutions, researchers chose to norm Butler against five large institutions, but also against the full range of participating institutions, which included 11 small, selective liberal arts colleges and two community colleges.

The project used 13 indicators of high-impact “good practice” in liberal arts learning, grouped into four main areas: good teaching and high-quality interactions with faculty; academic challenge and high expectations; deep learning; and diversity experiences. The Wabash results for Butler reveal special strengths in student learning in the first three of these four areas, with the fourth being an area of continuing challenge. (See WNS High-Impact Practices Summary and Introduction to Good Practice Change Graphs.)

Butler’s first-year students, when compared to first-year students at selected peer (large) institutions, reported much greater exposure to certain high-impact practices: faculty interest in teaching and student development, prompt feedback, quality of non-class interactions with faculty, teaching clarity and organization, academic challenge and effort, and challenging classes and high faculty expectations. Butler’s fourth-year students reported these same good practices in their Butler experience, while also reporting opportunities to integrate ideas, information, and experiences, and exposure to all the good practices associated with “deep learning”—analysis, synthesis, application, integrative learning, and reflective learning. (See Butler First Year WNS Data Report.)

Compared with all institutions participating in the Wabash National Study, Butler students reported higher levels of engagement in several high-impact practices considered central to liberal arts learning outcomes. The proportion of Butler seniors reporting high levels of good practice in their education exceeded all other Wabash institutions with respect to faculty interest in teaching and student development (70 percent), the quality of students’ non-class interactions with faculty (65 percent), participation in “higher order learning” activities (69 percent), and experience in “integrating ideas, information, and experiences” (50 percent). (See Butler WNS Outcome Scores.)

The Wabash methodology also generated a novel longitudinal perspective on four-year student change in key learning outcome measures. The study identified the proportion of students who exhibited “moderate or high growth” over four years (a change of .3 SD or more from first year to senior year) compared with the proportion of students who exhibited “no growth or decline” in certain areas (judged as a change of 0.05 SD or less) during their undergraduate years. In five of twelve liberal arts outcome measures, 50 percent or more of Butler students exhibited moderate or high growth during their college years. Of particular note are the proportions of students experiencing moderate or high growth in critical thinking (59 percent), socially responsible leadership (56 percent), and psychological well-being (55 percent), all of which found Butler students showing greater growth than students from other Wabash National Study institutions. Other areas of value-added learning included moral reasoning (61 percent with moderate or high growth) and need for cognition (50 percent with moderate or high growth). All of these findings affirm that Butler is delivering on its educational mission of personalized education rooted in the liberal arts tradition. (See Butler WNS Four-Year Outcomes - Change Graphs; Butler WNS Four-Year Outcomes-Change Variability; WNS Good Practice Change; Introduction to Good Practice Change Graphs; and Variability in Four-Year Student Change on Outcome Measures.)
Challenges in Butler Student Learning Outcomes Achievement. Butler’s student outcome results sometimes demand complex readings, while making transparent certain areas of ongoing institutional challenge with respect to certain high-impact practices, areas of curricular alignment with University SLOs, and student experience inside and outside the classroom.

Good Practices. Ideally, all Butler students would experience “good practices” in liberal arts learning at high levels throughout their undergraduate careers, but the Wabash National Study indicates areas needing improvement. Compared with our peer institutions, only a small proportion of Butler’s first-year students reported encountering high levels of academic challenge (six percent), integrative learning (six percent), and reflective learning (22 percent) in their classes. Butler senior results, while more positive in all of these areas, show that students need to encounter, in far greater measure, challenging classes, high faculty expectations, and higher-order exams and assignments. Based on these longitudinal findings, Butler students also would benefit from more positive growth over time with respect to their academic motivation and their political and social involvement. (See Introduction to Good Practice Change Graphs.)

University SLOs and Departmental Curricula. Judged by the matrices presented in academic assessment reports, three University SLOs have fairly weak representation in our departmental curricula. Responsibility for delivering on the University SLO 8, “students will practice ways and means of physical well-being,” intersects with only a dozen departmental SLOs, though it is one area of inquiry in the Core Curriculum that all students complete. The College of Education provides most of these curricular opportunities, with the Jordan College of the Arts and College of Pharmacy and Health Sciences also prominent. Very likely the nature of this SLO tends to promote disciplinary specialization, a pattern that may not vary much in the future. On the other hand, Butler students do report that they participate in exercise and physical fitness activities “often” (2011 NSSE), which marks a 10 percent improvement in the mean scores of first-year and of senior respondents compared with our student body seven years ago. Here, one suspects, cultural norms among young adults and Butler’s Core Curriculum component, as well as the opening of the Health and Recreation Complex, are mutually supportive of more positive outcomes.

The University’s SLO 7 sets the learning goal: “students will demonstrate collaborative behavior with others.” Our 2011 NSSE results place Butler on a par with our Carnegie peer group but below our desired standard of achievement (mean of 3.0). This is true both with respect to frequency reported by students of in-class small-group work and of working with classmates outside of class to prepare assignments. Butler appears distinctive, though, in its rapid adoption of small-group pedagogy. Compared with 2004, our 2011 NSSE results for first-year students increased by 15 percent and our senior cohort results increased by 16 percent. In 2011, Butler first-year students were also reporting an 11 percent increase in participation in out-of-class consultation and study groups.

Finally, as of fall 2011 reporting, the departmental curricular commitment to University SLO 11, “students will share their talents with Butler and the greater community at large,” is not fully developed. At present, the Jordan College of the Arts, the College of Liberal Arts and Sciences, and the College of Education account for three-quarters of the reported alignments between departmental SLOs and the University SLO in this area. Our 2011 NSSE indicators also fall short of our aspirations, both with respect to students’ self-assessment of their level of contribution to the welfare of their community (2.79
mean) and with students indicating they only participate in a community-based project as part of a regular course “sometimes.” See the following for details: Mapping Departmental SLOs, Summary of Alignment of Departmental SLOs and USLOs Over Time; Butler University SLOs Matched to NSSE Results; Butler University SLOs Matched to NSSE with Select Data Charts; and NSSE Items as aligned with USLOs.

That said, Butler’s commitment to community engagement in our strategic plans and University SLOs is beginning to make a mark on student learning. Since 2004, first-year student mean responses in NSSE on the two SLO 11-related items mentioned above have improved by 21 percent and 13 percent respectively, and senior year student mean responses have increased by 12 percent and 17 percent respectively, in these indices. As the Indianapolis Community Requirement (ICR), a distinctive part of Butler’s Core Curriculum, becomes fully implemented, it should drive innovation in course development and more student enrollment in courses with this focus. Preliminary assessment of the student impact of ICR courses (fall 2011) is encouraging. The 107 students enrolled in ICR who completed “post-then” surveys about their involvement in and attitudes about community service reported significant increases in several categories of civic knowledge and awareness, including greater willingness to help address community issues, increased confidence in applying knowledge to real-world problems, and ease in envisioning future participation in initiatives that improve the community. (See Assessment of Indianapolis Community Requirement; ICR Post-Then Survey Reports; and Assessment Data for SLO 1, 2, and 3 of ICR 2012.)

Area of special challenge: diversity. Two SLOs are relevant here: helping students “to explore a variety of cultures” (SLO 4) and “to appreciate diverse cultures, ethnicities, religions, and sexual orientations” (SLO 10). In the Wabash National Study, Butler students reported exposure to course-related diversity experiences at levels below all other comparison groups, with this institutional difference widening from first-year comparisons to senior-year comparisons. None of our first-year students reported high levels of exposure to this high-impact practice and only five percent of our seniors did. Our 2011 NSSE scores for institutional contribution to students “understanding people of other racial and ethnic backgrounds” also fell below our aspirations (2.61 and 2.44 means for first-years and seniors, respectively). (See Butler University SLOs Matched to NSSE Results; Butler University SLOs Matched to NSSE with Select Data Charts; NSSE Items as aligned with USLOs; Butler WNS Four-Year Outcome Change Graphs; Butler WNS Four-Year Outcomes Change Variability; Diversity Experiences I and II 2007; and Diversity Experiences I and II 2010.)

Achievement of diversity-related learning outcomes depends not only on curricular design but also on Butler’s strategic initiatives, educational climate, and ethnographic and demographic make-up. And this is an area in which Butler has struggled. While “Diversity Experiences” were recorded as disappointingly low for all participating institutions compared to performance on the other Wabash National Study key liberal arts learning “good practices” clusters, Butler’s showing was the poorest. Both Butler’s first-year students and senior students reported notably lower levels of participation in “meaningful interactions with diverse peers,” indices where students indicated frequency of such experiences as serious discussions with students of different religious beliefs, political opinions, or personal values, with students from different economic, social, racial, or ethnic backgrounds, or involving social justice issues. With respect to the “Openness to Diversity/Challenge,” fewer than one-third of Butler students exhibited moderate to high growth and 62 percent exhibited no growth or decline in this liberal arts
outcome, according to the Wabash longitudinal data. More recently, the 2011 NSSE (linked to our SLO 10) confirms the Wabash National Study trends, with very modest rates of improvement and only in narrow indicators.

Butler’s overall results on liberal arts outcomes were typical of what occurred among Wabash National Study institutions generally: students grew on some of the outcomes measured, and showed no growth or declining impact on others, with broad similarity in areas of institutional strength and weakness. Blaich and Wise (2011) of the Wabash National Study reported that faculty, staff, and administrators at many of the participating institutions were surprised by their results, while being optimistic when seeing concrete evidence of the good educational practices that played a role in their students’ learning outcomes. The researchers recommended that institutions address their concerns about students’ growth by responding to specific evidence about the strengths and weaknesses of their teaching and learning environments.

When examining Butler’s performance, it is important to recall the period of the Wabash National Study (fall 2006 through spring 2010), and how Butler has been changing. University SLOs explicitly began guiding curricular design around 2007; most elements of the new Core Curriculum were introduced in fall 2010. The First Year Seminar, now required for all first-year students, provides an intimate setting with high expectations focused on critical reading, reflection, and interrelated themes of self and society. The Butler Cultural Requirement—“Eight before you graduate!”—fosters participation at lectures, artistic, and cultural events, many cross-cultural in content. The Global and Historical Studies two-semester course requirement supports sustained exposure to and reflection on cultural differences. The Indianapolis Community Requirement (ICR) is early in its implementation. Taken together, the University expects that Butler’s student learning gains and outcomes on national surveys will begin to be positively affected by these curricular innovations, and indeed, in some areas, there is positive movement in data trends. (See Wabash Study Executive Summary.)

The learning outcome cluster denoted “Universality-Diversity Awareness” in the Wabash National Study longitudinal analysis has 46 percent of Butler students exhibiting moderate or high growth (2006–2010) in this area compared with a rate of 42 percent for students in all other institutions participating. Similarly, the trajectory of change (2004 v. 2011) in this NSSE indicator has also been positive, both for Butler seniors (four percent improvement) and especially for our first-year students (12 percent improvement). In the early assessment of the impact of ICR courses, students report a significant increase in their “civic skills” with respect to interactions with diverse individuals in a work setting, attitudes toward cultural and ethnic diversity, and ability to respond with empathy to others, regardless of background because these courses have students engaging with a more diverse community. (See Assessment of Indianapolis Community Requirement; ICR Post-Then Survey Report Old and New Factors; and Assessment data for SLO 1, 2, and 3 of ICR 2012.)

The campus also appears energized to move forward in assisting students in achieving essential “diversity” learning outcomes. The comprehensive faculty development program has sponsored on-campus discussion, reading groups, pedagogy workshops, and study trips focused on multicultural pedagogy in each of the past four years. Butler’s partnership with the Indianapolis Public Schools and the Early College Program (instituted AY 2011–2012) is creating additional service learning opportunities in a diverse, urban high school and bringing two dozen students from this partner school into our classrooms each semester. The Offices of Advancement and Admission are focused on stabilizing the
Indianapolis Guaranteed Tuition Program. The University’s nationally known Diversity Lecture Series is marking its 25th anniversary in 2012–2013. Finally, Butler students—through The Butler Collegian editorials, retreats, and Student Government Association—have been consistent advocates for greater campus diversity. A future longitudinal study may help us understand whether these various campus initiatives will accelerate and enhance Butler students’ achievement of our ambitious educational goals.

Learning outcomes achievement in co-curricular programs. Several programs housed within Academic Affairs also contribute in substantive ways to student learning outcomes because of their focus on recognized high-impact practices. Considered here are Information Commons and two undergraduate research programs: the Butler Summer Institute and the Undergraduate Research Conference.

Information Commons, a student-focused collaboration between the Center for Academic Technology (CAT) and the Butler University Libraries, cultivates the development of information literacy skills through the use of technology. Established in 2009, the program provides Butler “clients”—faculty, students, and staff—with research and academic technology support directly connected to course activities, University student learning outcomes, and innovative pedagogy. Information Commons’ most unique element, however, is the professional development of the students it hires. Students staffing the program are trained in both library and academic technology tools. They learn how to construct instructional documents, lead training sessions, consult with clients, and apply the tools they learn throughout the workday. The program also sees self-reflection as critical to self-development. To this end, student staff members complete a portfolio that includes work samples, reflective writings, a current résumé, and any additional artifact of the Information Commons experience they wish to capture as evidence of their own learning and competencies.

As a student professional development program, Information Commons furthers the achievement of multiple student learning outcomes for the two to three dozen students employed. Through subject research, students learn and understand that there is a structure and nomenclature to how information and knowledge is organized and shared within the various disciplines (SLO 1). Students are challenged to articulate and apply required content knowledge within their area(s) of study by partnering with the subject liaison librarian in their area of study, providing classroom teaching support, and specializing in subject resource/database searching (SLO 2). They learn how to find, understand, analyze, synthesize, evaluate, and use information, employing technology as appropriate (SLO 3) by creating didactic materials for self-paced use such as tutorials and guides, by learning effective research methods, and by providing consulting services to students, faculty, and staff. (Presently, students have created more than 280 didactic materials and complete more than 2,700 consultations with students, faculty, and staff each year.) Students are also required to maintain a social media presence and regular newsletter, and to provide face-to-face consultations and present information to others—all supportive of student learning outcomes in communication (SLO 6). (See InfoCommons SLOs.)

Information Commons is also structured collaboratively, with teams of student staff members managed by an associate mentor (also a student) to learn together, complete tasks and projects, and facilitate training events and information sessions (SLO 7). Finally, the program assists students in making “informed, rational, and ethical choices” (SLO 9). These students receive training on topics including plagiarism, copyright, proper citation, and Creative Commons licensing, and they apply this knowledge when helping others with research, creative projects, and related academic activities.
Institutionally, **undergraduate research programs** are located within the Center for High Achievement and Scholarly Engagement (CHASE). The office provides a range of services and support for Butler students who want to enhance their education and stretch their scholarly capacities. In addition to housing the University Honors Program and domestic study-away programs, CHASE administers the Butler Summer Institute (BSI) and the Undergraduate Research Conference (URC).

The **Butler Summer Institute** (BSI) affords Butler students the opportunity to work closely with a faculty mentor to engage in original research, scholarship, or a creative endeavor. Students receive a $2,500 stipend, a housing allowance for campus accommodations, and free admission to cultural events scheduled throughout the summer. The goal is to produce work worthy of acceptance at a professional conference or in a professional publication, or as a complement to ongoing engagement in a thesis project; equally important, however, is membership in the BSI community of scholars. Students work closely with faculty mentors, share their work with their peer and professional colleagues, commiserate on the trials and tribulations of research, and are challenged to communicate clearly and compellingly to a more general audience, both informally and through final presentations and poster sessions. Active since the late 1980s, BSI can boast more than 500 alumni of the program working in research areas across a range of academic fields.

At the **Undergraduate Research Conference**, celebrating its 25th year in April 2013, Butler now welcomes approximately 800 people from 50 universities each spring. Undergraduates showcase their research and talents through oral presentations, poster presentations, art exhibitions, and performances. These programs, which share 19 learning objectives consistent with our University SLOs, have been assessed via surveys in the past two years querying the distinct cohorts of participating Butler students and their faculty mentors. More than 90 percent of each cohort identified the program as “important” or “very important” to student learning in the following areas: developing skills in interpreting results; understanding the research process in a field; developing the ability to analyze data and other information; and becoming skilled in how to give an effective oral presentation. (See **URC Survey**.) Nine in 10 BSI respondents (2011), both mentors and students, say the program increased students’ ability to tolerate obstacles faced in the research process. Overall, the reported impact of these programs on student learning is highly positive, with significant agreement among Butler student and faculty participants. (See **Undergraduate Research BSI Survey**.)

Some interesting divergences, however, do emerge. With respect to the URC, faculty mentors were more impressed than were the students themselves in how program participation helped develop such learning outcomes as interpreting results, understanding how knowledge is constructed, and developing self-confidence.

Meanwhile, Butler students involved in the URC highlighted the extent to which they learned to tolerate obstacles in the research process, developed the ability to integrate theory and practice, understood the field of study, and learned that research assertions require supporting evidence. For participants in BSI, mentors were more impressed than their students on the extent to which the program had enhanced students’ ability to analyze data and other information, understand how researchers work on real problems, and students’ ability to work independently.
Subcomponent 4.B.3. The institution uses the information gained from assessment to improve student learning.

At Butler the commitment to educational achievement and improvement is a dynamic process. Faculty members work to ensure assessment efficacy, while making changes in curricula and pedagogy to improve student learning based on assessments—that is, to “close the learning loop.” In the 2012 survey of academic assessment process, one in three faculty respondents indicated that they were personally aware of curricular or other changes made in their department or program based on assessment findings. Examples of how assessment information has informed programs, curricula, and courses to improve student learning outcomes are detailed below.

College of Business
In the undergraduate program, faculty developed a specific student learning objective for all COB students: they should be able to identify contemporary, global, macro-environmental trends and issues, and determine opportunities and threats they present to businesses. When faculty assessed the outcome through an assignment in the second internship, students demonstrated poor results in their understanding and application of these concepts. They were unable to draw on the terminology and basic concepts of international business to provide insight or explanation of issues they encountered in their internships. In response, the dean of the college funded a faculty working group that evaluated the extent of global business in the curriculum. The group recommended several paths for improvement, including additional area studies courses, creating more study trip opportunities for students, and providing development funds to support faculty as they globalize their courses and their research. A successful grant application to the Department of Education resulted in funding supporting curricular implementation.

In the Master’s of Professional Accounting (MPAcc) program, MPA515 (Taxes and Business Strategy), a required course, uses a case study as an assessment tool. Course sequencing affecting when students take MPA515 was changed and a rubric developed to be used by all instructors in MPAcc courses in teaching and assessing students’ teamwork and leadership activities to improve outcomes.

Online polling used in class, or for outside assessment, stands as a particular creative strategy for improved learning, adopted in the Risk Management Program. Using the polling software, “PollEverywhere,” a faculty member posts a question on PowerPoint, to which students respond using their cell phones. Results of the survey are displayed anonymously on PowerPoint. The technology has two main benefits. It provides instantaneous feedback on student learning; based on class answers, the instructor can clarify points or give additional examples, as necessary, before moving on to new materials. The exercise increases class participation: students are more likely to engage in class discussion following a “PollEverywhere” question. This instructor also gathers student feedback on the success of teaching techniques and solicits suggestions for improvement from SurveyMonkey, an anonymous online polling software application. Students are asked to answer specific questions on a teaching technique and make suggestions for improvement. Student feedback is used to inform future practice.

College of Education
The college has made significant progress in utilizing its assessment tools to meet programmatic student learning outcomes, the University’s student learning outcomes, and its various program accreditation standards. Changes to the curriculum in 2009–2011 came in both minor adjustments to
the assessment tools themselves and to curriculum to better meet student learning outcomes in both undergraduate and graduate programs.

The **Elementary Education** program incorporated a new “technology audit” into the student-teaching rubric to encourage undergraduates to better incorporate technology in their instruction, and instituted a “content knowledge” section to the same rubric to better assess students’ knowledge in content areas. For assignments, a lesson plan and summative reflection assignment for subject areas was introduced, the Practicum Packet Assignment and the Teacher Work Sample were modified, and a “professionalism” assignment was revised.

The **Middle-Secondary Education** program instituted a combination of assignment, assessment, and curricular changes in response to its annual assessment data. The program added an addendum to the student-teacher final evaluations that is content-area specific. Assessment methodologies for the student-teaching evaluation form and the unit-planning portfolio were also revised. In response to accreditation program standards, the program created specific content methods courses. In subsequent years, a final methods course taken just prior to student teaching was redesigned, and content-specific methods labs that support student fieldwork were created. Finally, an oral proficiency exam was introduced to address student foreign language competencies.

In the **School Counseling-Master’s** program, as a result of assessment analysis, faculty identified a need to allow ENL (English as a New Language) students and students with disabilities to take the CPCE (Counselor Preparation Comprehensive Exam) exam in parts, and instituted this change. Further, the campus-site supervisor evaluation was revised to reflect the latest version of the CACREP School Counseling Specialty Standards.

The **Master of Science in Education: Educational Administration** (EPPSP) program prepares students for leadership positions at the principal level. The assessments include a leadership project where students analyze data from an assigned school and create a plan for vision development, a community plan project, a school improvement supervisory plan, a school law research project, a comprehensive operational management plan project, and case study work. Faculty members also conduct benchmark interviews with the students. As a result of these assessments, the faculty decided to help students develop instructional strategies that are research-based and best-practice-focused, and they noted that they need to help students create a professional development plan to help address instructional practice needs further.

Since 2009, faculty in the new **Master’s in Effective Teaching and Leadership** (METL) program have focused efforts on the creation of rubrics for the Curriculum Critique, Leadership Project, and Thesis Project. Recently, the program reduced the number of student learning outcomes from eight to four to better focus the assessment process on key outcomes for METL. Related to this, the program dispensed with the course-based reflective portfolio entry because candidates’ feedback indicated that portfolio entries were not meaningful for candidates, and candidates perceived entries as piecemeal. Additionally, portfolio entries were not tied to specific standards, thus there was little structure for candidate reflection. Consequently, the incoming 2012 student cohort will complete a program-based portfolio instead in which candidates demonstrate proficiency in Teacher Leader Standards Domains. Candidates will defend their portfolio at the end of the program.
College of Communication

Before 2010, programs now within the College of Communication were four separate departments/programs (Communication Sciences and Disorders, Communication Studies, Journalism, and Media Arts) housed in two colleges (Liberal Arts and Sciences and Jordan College of Fine Arts). In the five years preceding creation of the new college, each program underwent an external program review: Journalism in 2008–2009; Media Arts in 2005–2006; and both Communication Studies and Communication Sciences and Disorders in 2006–2007. These reviews and the planning process for integrating the departments into a new college provided significant opportunities for highly intentional review of student learning outcomes, examination of program and University SLOs, assessment methods, and all aspects of each program’s curriculum. Special attention was given to applied and experiential learning. Program SLOs and program changes often focused on internships, clinical experience, “work products,” or project-based learning.

Assessment reports chart a distinct evolution from course-embedded measures such as tests, homework, and papers to either internally or externally developed assessment tools whose use becomes standardized for all students and faculty. For instance, Media Arts faculty developed a portfolio rubric used by a team of four faculty members and an exit interview administered to all seniors. The Communication Sciences and Disorders faculty began using their national professional association’s Knowledge and Skills Acquisition Survey with all students. The Journalism faculty (news editorial and public relations/integrated communication) developed a senior questionnaire as well as a project for a senior-level course that required students to submit three public relations plan books that were then evaluated by a team of two faculty members. Finally, the news editorial faculty developed an intern supervisor questionnaire.

College of Liberal Arts and Sciences

In recent years, multiple disciplines in the natural sciences, humanities, and social sciences that make up the College of Liberal Arts have embraced assessment as a stimulus to curricular revision and informed pedagogy.

The Department of Biological Sciences collected data for four years related to their SLO 6, “demonstrate proficiency in basic laboratory skills.” Faculty set as the minimum standard 70 percent on a locally developed lab practical exam, which is given to students enrolled in freshmen biology courses: BI121 (fall) and BI123 (spring). Students achieved this goal in only four of the eight semesters of testing. Consequently, instructors updated and modified lab exercises and incorporated new inquiry-based labs using a variety of techniques and instruments, which reflected in part the expertise of new faculty in the department. Many majors now participate in some form of inquiry-based research outside of the classroom setting, participate in the Butler Summer Institute, and present the results of their independent studies at the BSI symposium, departmental seminars, and the Butler Undergraduate Research Conference. The faculty also revised a new curriculum for implementation in fall 2012.

Chemistry faculty hold an annual retreat to discuss topics related to particular University SLOs. The Diagnostic of Undergraduate Chemical Knowledge exam permits assessment of senior student problem-solving skills, and students perform substantially above the national norm. The faculty, however, saw room for improvement in research skills. An external grant, described here, is supporting the introduction of a laboratory-driven approach to general chemistry instruction. Many chemistry majors
now engage in research projects, including those supported by the Butler Summer Research Institute, and internships with local chemical companies, such as Dow AgroSciences, Inc.; most students engaged in research projects present their findings at national and regional meetings of the American Chemical Society and the Butler University Undergraduate Research Conference. Programmatic changes were then made, highlighted by additional use of student-designed problem solving in the laboratory.

Faculty members in English assess student learning outcomes through an exit interview, portfolio, and a required senior research project. Assessment resulted in a change made in the English major in the addition of an extensive senior essay that includes a literature review and original thought. If a student performs poorly on this essay, he or she must then enroll in a senior-level critical writing course to enhance writing and research abilities. History faculty members have relied upon analysis of research papers from their first-year seminar through to junior- and senior-level courses as their primary assessment method. Faculty determined that, while theories were being taught in the relevant courses, students failed to incorporate these analytical perspectives into their writing. Consequently, the faculty added a junior-level research project to the curriculum, which was pilot in the spring semester 2011.

In the Philosophy program, primary assessment methods in use are a department exam, exit interview, senior questionnaire, and a portfolio of student writing. One weakness identified by the departmental exam was the inability of students to identify major philosophers and to distinguish major areas of western philosophy. Faculty responded to this weakness by developing a lexicon of philosophical concepts and terminology, and introduced these emphases into the exit exam.

Faculty in Religion made significant programmatic changes in response to earlier assessment using a questionnaire, an exit exam incorporating a basic core of factual knowledge about the major world religions, and a portfolio with a clear assessment rubric. All full-time religion faculty met to grade the final portfolio based on the question, “Does this paper demonstrate the student has learned to understand and interpret living religious traditions using the theoretical tools and methods in the study of religion?” Faculty created new major requirements based on a course distribution model, and through focus groups with graduating students and their own assessment, came to the conclusion that the ability to do research and to evaluate sources was a weakness in the major. In response, they made a conscious effort to include research in more courses and worked with the Butler University Irwin Library to improve the databases available to students. The faculty is also considering integrating vocational exploration/discernment experiences and courses into the curriculum.

In Psychology, despite the excellent Major Field Test outcomes overall mentioned earlier, faculty determined more research skills were desirable and therefore added another statistics/research methods course at the sophomore level and upgraded an advanced statistics course (PS310). An outside assessment expert was consulted on how best to assess an SLO regarding the value of an empirical approach to the study of behavior.

Sociology faculty use a senior exit survey and embedded exam questions to assess an SLO concerning cultural/ethnic/racial diversity in contemporary communities. Based on results, faculty recognized challenges in properly assessing this SLO, and are now considering two alternatives for improvement: revising embedded exam questions in courses that cover diversity, and including in the required internship a written response on a question related to diversity. The faculty also changed course content
in SO205 Contemporary Social Issues. The department’s annual assessment report in 2010–2011 was one of the most comprehensive and thoughtful reports submitted to the University.

**Jordan College of the Arts**

Faculty in the Department of Dance within the Jordan College of the Arts, upon reviewing their Assessment Report 2010 in the light of 2011 student ratings, found the performance level of the new class after its first year to be uncharacteristically high. The students were quite skilled technically, possessed notable artistic potential and exhibited a strong sense of community, with several members of the class having stepped into major leadership roles within the department. The findings validated the developmental approach of the faculty, always assessing their incoming class with care and adjusting curricular delivery to raise the overall level of artistry and technical understanding. The assessment process has reinforced the knowledge that the program is based on sound educational practices; has demonstrated that the structure of the curriculum progresses directly to achievement of professional standards; and validates the evaluative processes that the dance faculty has developed to address the issue of student assessment. The findings have also assisted faculty in clarifying specific areas within the program that potentially might need refinement.

**College of Pharmacy and Health Sciences**

Data from the advising section of two different surveys administered annually to graduating seniors in the Doctor of Pharmacy program indicated a need for change in the advising process for pharmacy students. In response, a new Director of Advising was named in June 2010. The advising system was redesigned, changes were made in the assignment of advisors, and advisor education was enhanced. One of the goals of these changes was to decrease the number of advisors students had over their six-year curriculum. Data from the 2011 graduating surveys demonstrated improvement in the areas that were targeted with the advising changes, particularly related to the number of advisors.

Curricular assessment using survey data and licensing board examination results also indicated students’ need for more information on experimental design and statistical analysis. A portion of the biostatistics course was redesigned to include this information, and assignments and discussions in Therapeutics Case Studies were modified to emphasize the importance of evidence when making recommendations for therapy. NAPLEX results subsequent to these changes have demonstrated marked improvement in this area, and in 2011 Butler students’ mean scores exceeded the national average. (See the chart in Subcomponent 4.A.4.)

Based on assessments from pharmacy preceptors and faculty assessing students’ knowledge of commonly used drugs during their last (clinical) year of pharmacy school, a new competency exam (The Important 200 Medication Competency) was implemented in 2007. It is now administered as a requirement of the Introduction to Rotations course taken during the spring semester just prior to students’ final year. To date, all students have successfully passed the exam in the allotted attempts, with only five students requiring the maximum number of attempts permitted. Open-ended AACP (American Association of Colleges of Pharmacy) survey questions also indicated the need for more opportunities for student research. Curricular enhancements in response include the addition of a research track option to the Pharm.D. curriculum and creation of a new combined Pharm.D./Masters in Pharmaceutical Sciences program. In response to assessments demonstrating that students had limited experience working with diverse populations and in underserved communities, all students now do 20-30 hours
of community service and complete at least one clinical rotation in a site serving an underserved population. In the 2009–2010 and 2010–2011 academic years, 100 percent of students completed a rotation in an underserved ambulatory site.

In the Master’s of Physician Assistant Studies (PA) program, assessment data are obtained from surveys of students and graduates, from standardized examinations taken by students and graduates, and from internal programmatic data such as grades in individual courses, semester grade point averages, decelerations, withdrawals, and failure rates. Data are analyzed, trended, summarized, and regularly presented to administrators and faculty who use these data to make informed decisions. The PA program maintains an ongoing “Problem List” of concerning items identified by the various assessment methodologies. This list helps the program keep track of identified problems, corrective measures that were employed, and the status of each item (i.e., ongoing vs. resolved).

Several curriculum assessment processes have resulted in course modifications in the Physician Assistant (PA) program. When end-of-course evaluations in the AP410 (EKG Interpretation) course found students complaining of classroom tensions and performance compromised by being randomly called to the front of the room to report on EKG “unknowns,” the instructor changed his pedagogical technique. He now begins with several step-by-step interpretations for the class; then volunteers do the next few interpretations, with special support and encouragement for their efforts. Finally, he selects students randomly to interpret the last few EKGS. The AP302 (Human Anatomy) lab was designed to be a primarily self-directed review of anatomy, with faculty oversight. Some students recoiled at this process, so the presentation style was reformatted to include active discussions between students and faculty, and the popularity of the lab experience improved greatly. In response to poor scores, a new curricular element was added to the course curriculum in identifying infectious diseases. A new faculty-developed online electronic template was developed to introduce students to the functionality of electronic transcriptions during their real-patient encounters.

The Core Curriculum

The Core Curriculum’s assessment cycle began in fall 2010, the year the core was launched for all incoming students. This core is substantially different from its predecessor in its design with a focus on learning objectives rather than disciplines. While disciplines provide important content and methodology to core courses, the introduction to a discipline as such is not a goal of the Butler core education. Instead, this core focuses student learning on the interdisciplinary nature of knowledge and discovery. The assessment cycle for the core and the encouraging data is described earlier. The First Year Seminar (FYS) provides one example of how teaching, pedagogy, and student learning gains have been improved. Faculty have been helping to evolve assessment practices and the program over the years of this curricular roll-out. Their recommendations have included: developing assessment mechanisms for the critical reading and speaking components of the course; providing professional development for FYS faculty to support curricular revisions in the teaching of analysis and use of evidence, organization, and the research paper; coordinating with the library faculty to hold library orientations both semesters, with more specific focus on course content; collaborating with the Writers’ Studio to develop and offer regular workshops for students on research paper concerns and organization; and developing and sharing course materials revealing best practices on teaching organization and the research paper. Such pedagogical changes have had a direct impact not only on student learning gains in the FYS, but also on student learning gains, particularly during the first year, in all areas. See here for details.
The University Honors Program
During the past three years, one significant change has been made to the Honors curriculum to increase the application of the program’s learning goals: the introduction and streamlining of an Honors First Year Seminar sequence (HN110-HN111). In 2009, the first HN110-HN111 sequence was offered to reinforce the learning goals of the Core Curriculum’s First Year Seminar within the Honors environment, with a particular emphasis on interdisciplinary education and advancement of students’ reading and writing skills. The HN110-HN111 sequence also provides increased opportunities for faculty-student interaction and collaborative learning. Students are enrolled in two consecutive semesters with the same instructor and fellow students and are able to capitalize upon the knowledge and sense of familiarity that they gained during the first semester of the course during the second semester.

Butler Libraries
With Butler librarians engaged in teaching library research skills in selected classes throughout the curriculum, the Library conducted the nationally normed SAILS (Standardized Assessment of Information Literacy) test for the academic years of 2007–2008 and 2008–2009. Selected First Year Seminar and 400-level courses were assessed across various colleges in the University. Assessment results reinforced the need for first-year library research skills instruction and further facilitated the integration of this component into first-year seminar sections. In the academic year of 2011–2012, an in-house, library skills pre-test and post-test was delivered to 18 First Year Seminar sections, testing students’ library research skills and knowledge prior to and after librarian-led classroom instruction. The results of this testing will further assist the librarians in addressing first-year library research skill needs. Beyond institutional-wide information literacy assessment, selected colleges actively pursue assessing library/information research skills. Of particular note, the College of Business has integrated a business research skills component into their MG101 Freshman Business Experience course that includes a graded assessment piece.

Subcomponent 4.B.4. Assessment methodologies and processes reflect good practice. Faculty and other instructional staff members participate substantially.

Information presented throughout Criterion Four testifies to Butler’s institutional endorsement of nationally tested methodologies and adherence to the high standards of good practice in assessment. What follows is a focus on faculty and instructional staff involvement, communication of assessment methodologies and results to the larger community, and additional recommendations for improvement in our assessment program.

Faculty and staff engagement in assessment. Several indices point to faculty and instructional staff engagement in assessment, with several strategies available for future improvement. In May 2012, the Office of Institutional Research and Assessment (OIRA) initiated a survey of the faculty of the academic assessment process. When asked whether they “participated in department or program conversations about assessment and “how involved” they have been in assessment, 61 (56 percent) of the 109 faculty who submitted surveys responded. Of these, 88.5 percent said they had participated in assessment conversations, with 47.6 percent considering themselves involved “very much” or “quite a bit” in assessment and another 46 percent involved “a little.”

As part of Butler’s annual assessment reporting regimen, the Office of Institutional Research and Assessment requests specific identification of the report’s authors. Quite often, all full-time teaching
faculty, and sometimes all instructional staff associated with programs, are listed as authors, but in some instances a single author’s name appears—even when internal evidence refers to multiple faculty participating. When queried, departments sometimes reveal very inclusive internal practices. In Biological Sciences, for example, the department created nine SLOs for its majors that interrelate with University SLOs; every full-time faculty member in the department is assigned to at least one of these nine SLO areas. The faculty members help “keep the department on track” by monitoring specific learning objectives and reporting annually to the department, by relaying assessment data and information to the department head, and by occasionally assisting in writing actual sections of the department’s official assessment report. The Academic Assessment template for 2012–2013 has been revised to contain clearer prompts which should ensure faithful recording of the full extent of faculty and staff involvement, providing more systematic evidence.

External accreditation processes often require direct, documented participation by the affiliated faculty. Take, for example, expectations of the accrediting body for the College of Business, the Association to Advance Collegiate Schools of Business: International (AACSB), whose “Assurance of Learning” standard underscores faculty participation:

Definition of learning expectations and assurance that graduates achieve learning expectations are key features of any academic program . . . [Faculty] will normally be the persons responsible for listing and defining the school’s learning goals . . . deep involvement of faculty members in the process is a critical feature of whatever mechanisms the school uses . . . faculty involvement/ownership is a necessary ingredient . . . Once faculty members have decided which components of the curriculum contain certain learning goals, they must establish monitoring mechanisms to ensure that the proper learning experiences occur.” (See AACSB Accreditation standards, 58, here.)

The AACSB makes quite clear that “faculty members cannot abrogate their own responsibility for final definitions of goals and measurements.” At Butler, these injunctions translate into all COB instructional staff—tenure-line faculty, non-tenure-line faculty on contract, and adjuncts—participating in the process of assessment data collection and analysis.

Another college with external accreditation, the College of Education, has fully embraced assessment as a part of its culture. Although individual programs have worked on assessment for many years, COE officially inaugurated college-wide Assessment Work Days in January 2012, involving all tenure-line faculty, instructors, and staff. NCATE, their accrediting body, now requires additional evidence of impact on student learning and continuous improvement using six standards and a system of Specialized Professional Association (SPA) program reviews. Several years ago, COE decided to engage the SPA process with 14 of their programs (Elementary, Educational Administration, Reading, Special Education, Health, PE, English, Social Studies, Science, Foreign Language, Math, English as a New Language Undergraduate, and English as a New Language Graduate). In all 13 SPA areas, COE programs received either National Recognition or National Recognition with conditions. The five programs which complete University SLOs (Elementary, Middle Secondary, EPPSP, Counseling, METL) are also encouraged to connect these to the SPA criteria. Assessment Work Days were conceived to build upon the foundation of these SPA reviews in fall 2011 by setting apart time for all the college to analyze data results, plan program and curricular improvements, and share findings and recommendations together.
Finally, as noted earlier (Subcomponent 4.B.2 and 4.B.3), the Core Curriculum utilizes a cycle of assessment, and each year hosts an “AssessFest!” to ensure faculty-driven assessment. Faculty determine direct and indirect evidence of competencies, devise preliminary rubrics to assess Core Curriculum outcomes, and collaborate to determine the scheduling of development of assessments across the 12 Core Curriculum areas. Now, Core Area Coordinators recruit faculty to join directly in the multidisciplinary “AssessFest!” teams that review student evidence each year. All faculty teaching in the core area participate in some measure by selecting and forwarding representative student learning artifact(s) for evaluation. Prior to reviewing student work together, each Core Area Coordinator works with small faculty groups to adapt and calibrate holistic scoring criteria (rubrics). Faculty assessment teams either review evidence in pairs and complete consensus scoring or review some common evidence so that reliability scores can be calibrated for their independent ratings. All the participating Core Assessment groups at “AssessFest!” gather for wrap-up discussions about the assessment process and outcomes, and recommendations for faculty and pedagogy development. Then, during the academic year, faculty teaching in the core area are advised of results with the goal of informing syllabi and pedagogy.

This assessment strategy is rigorous, dynamic, and fosters high-level engagement on the part of faculty teaching in the Core Curriculum. In the past two years, more than 40 Butler faculty have participated in the “AssessFest” component alone, with faculty from all colleges participating. (See AssessFest Notes.)

**Improving institutional practice.** Not all Butler academic programs approach the annual assessment report exercise with sufficient vigor. Some departments post uneven histories of report submission; others need improvement in assessment practices—or, at least improvement in assessment reporting practices. Methodologies reported might be too vague (i.e., generic references to computer proficiency tests, community projects, oral examinations, critiques, or senior capstone exercises), or the assessments presented are too limited to support the validity of the student learning outcomes asserted. Some of our externally accredited programs with compelling narratives struggle to translate their professional accreditation rubrics and professional language into the Butler assessment vernacular. Programs with many clinical instructors, who may not be practiced in academic learning outcomes analysis, also face challenges as do departments which lack continuous leadership or have undergone structural or institutional realignments, for example, through creation of a new college.

In other departments, however, these challenges are being met with ever-effective praxis. One-third of College of Liberal Arts and Sciences departments have built a historical record of progressively revising SLOs and assessment strategies; in addition, leading examples in successful outcomes assessment are now found not only in fields with external accreditation and major field exams, but also in other disciplines such as Philosophy and Religion, Classical Studies, and in two of three interdisciplinary programs (Gender, Women and Sexuality Studies; International Studies). Strong leadership, faculty commitment, plus a desire to set and achieve the highest standards for student learning clearly can lead a program to distinction, pushing it beyond Butler-specific models to seeking out “best practices” in national arenas.

University-level committees provide important opportunities for administrators, faculty, and staff to develop greater expertise in quality assessment practices. Since our interim report to the HLC in 2006, our University Assessment Committee has divided into two committees: the Academic Assessment Committee, populated by associate provosts, associate deans, and, in some cases, faculty who direct responsibility for assessment in their colleges, and the Administrative Assessment Committee, bringing
together directors and professional staff from co-curricular programs, student academic affairs, student services, and other University offices. These committees evaluate all annual assessment reports; their discussions promote cross-disciplinary awareness and critical thinking about assessment “good practices.” Assessment results, particularly NSSE, also appear as agenda items on the Provost’s Advisory Council and were presented in AY 2010–2011 to the Academic Affairs Committee of the Board of Trustees.

The aforementioned 2012 Survey of the Academic Assessment Process hints at some faculty “disconnect” from the assessment/feedback process. Familiarity with the institutional assessment template is widespread (74.7 percent of 99 faculty respondents), and faculty are fairly equally split between those satisfied with the institutional reporting template and those who would like to see changes. In the survey, however, many fewer faculty expressed opinions on assessment feedback, perhaps suggesting narrow distribution of the Assessment Committee recommendations for improved practice within departments. Of those faculty who commented on the feedback provided, 52.9 percent found the content “very useful” or “somewhat useful,” and 47.0 percent saw the suggestions provided as “helpful or very helpful.” Good results all—but this particular survey question elicited responses from less than 10 percent of the faculty overall.

As a result of these results and other feedback, the Office of Institutional Research and Assessment (OIRA) is working toward several improvements. Feedback forms and processes have been revised with the goal of improving consistency and timeliness in communicating recommendations to departments. Also under consideration is adding a reporting field on the annual reporting template where departments are asked to identify how they are using the feedback provided. OIRA staff plan to supplement the feedback reports from University committees with individual meetings with all academic and administrative units focused on their assessment practices and providing customized, face-to-face guidance. Lastly, in fall 2011, OIRA began publishing Insight: Use Data to Improve!, a newsletter that shares results from various surveys and highlights assessment efforts and other good practices by departments and units, “especially those using data for program or curricular improvements (i.e. closing the loop).”

Without doubt, the relevance of quality assessment to our educational mission has been vigorously championed in the past few years, via such key shared events as the annual Fall Faculty Workshop. At this faculty development event, Wabash Study results were first discussed in 2009; NSSE findings were the focus in 2010. In 2011, Butler faculty showcased pedagogical “best practices” in creating positive learning outcomes through concurrent working sessions. At the 2012 Fall Faculty Workshop, NCA accreditation subcommittees took the stage to share preliminary results and recommendations grounded in assessment data and to ask for input from the group.

As many as two-thirds of faculty and academic affairs staff participated in each Fall Faculty Workshop between 2009 and 2012—approximately 270 faculty and staff each year—representing all colleges, disciplines, faculty ranks, and academic affairs units. Appropriately enough, “passive learning” gave way to high-impact practices at these events, as in 2010, when a presentation by a senior staffer at NSSE prepped small groups of faculty and academic staff for the task of analyzing NSSE findings and discussing specific applications to their teaching and advising of Butler students. Such events signal not only consistent institutional “messaging” supportive of a culture of assessment, but also individual and collective experiential learning focused on learning outcome pedagogy and assessment.
CORE COMPONENT 4.C.

The institution demonstrates a commitment to educational improvement through ongoing attention to its retention, persistence, and completion rates in degree and certificate programs.

In the mid-1990s, Butler introduced its annual Institutional Data Profile monitoring key University indicators. From 1987 forward, IPEDS definitions—those submitted to the Integrated Post-Secondary Educational Data System maintained by the National Center for Educational Statistics—have served as the standard for Butler’s retention and completion rate reporting.

**IPEDS Standard Definitions**

| Retention | A measure of the rate at which students persist in their educational program at an institution expressed as a percentage of first-time bachelor’s undergraduate degree-seeking students from the previous fall who are again enrolled in the current fall. [Typically tracked as first-year to sophomore persistence.] |
| Graduation rate (est. 1997) | A measure of the number and percentage of those first-time bachelor’s undergraduate degree-seeking students completing their program within 150 percent of the normal time to completion. [For four-year degrees, reported as a six-year graduation rate.] |

Butler’s strategic plans of the past decade established specific retention and graduation goals that were met. Student retention is publicly identified as a shared campus responsibility involving all faculty and staff, academic and student affairs, as well as campus service providers. Routine benchmarking discourages complacency and encourages an aspirational and dynamic approach to goal-setting; student surveys and NSSE results are integrated with IPEDS reporting to create a fuller picture of student-reported experiences. Senior administrative oversight for campus retention-related initiatives led to important curricular, programmatic, and survey innovations in the mid-2000s. More recently, mid-level administrators, faculty, program directors, and front-line professionals across several divisions are providing energetic leadership and working collaboratively to serve the needs of distinct student cohorts. All of these efforts reflect an abiding concern for accountability and in support of our students’ degree attainment.

**Subcomponent 4.C.1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.**

In the strategic plan, *Dare to Lead* (2005–2009), Butler committed to several recommendations associated with the imperative: “shape the demographics of the Butler student body in order to better embody institutional commitments.” Among these was maintaining a first-year to sophomore retention rate of 90 percent and a six-year graduation rate over 75 percent, goals further confirmed in the strategic plan that followed, *Dare to Make a Difference* (2009–2014: Goal #2G). Retention and completion data for first-year cohorts prior to the first strategic plan suggest these goals were quite ambitious when first formulated. The average first-year to sophomore retention rate for the period 1997–2001 was 83 percent; the six-year graduation rate in 2002 (averaging across four years) was 65 percent. (See the Institutional Data Profile.)
The reasonableness of these goals is clarified by reference to other institutions’ metrics. Regularly monitoring Butler results against peers assists us in maintaining a critical perspective on our outcomes. In 2000–2001, the number of master’s comprehensive institutions that “tied or bested” Butler actual results in first-year to sophomore retention and in six-year graduation rates was 45 institutions (8.92 percent); by 2009–2010, this number had fallen to 22 institutions (3.85 percent). In 2010–2011, only 18 regional universities (3.15 percent) tied or outperformed Butler metrics. The University also monitors those institutions which met or exceeded both our institutional goals in retention (90 percent) and in six-year graduation (75 percent). Among 572 master’s comprehensive institutions with metrics reported in *US News & World Report* in 2009–2010, only 13 (2.27 percent) met or exceeded the goals Butler set for itself.

Butler’s improved competitive position in the past decade among peer institutions resulted from significant advancement toward achieving our goals of the past decade. First-year to sophomore retention rates increased from 83 percent (2000–2001) to 87 percent (2009–2010), with average persistence from the first year to the second year for all cohorts, 2002–2011, reaching 88 percent. Similarly, our six-year graduation rate has improved from 62 percent (2000–2001) to 72 percent in 2009–2010.

In 2011, senior administrative leadership constructed an updated list of “peer” and “aspirant” institutions using multiple “quality” indicators such as NCAA status, enrollment numbers, endowment, standardized tests scores, budget, and graduation rates >65 percent.

<table>
<thead>
<tr>
<th>Butler University Possible Peer and Aspirant Institutions, 2012</th>
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<tbody>
<tr>
<td><strong>Peer</strong></td>
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<tr>
<td>Bradley University*</td>
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<tr>
<td>Creighton University*</td>
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<tr>
<td>Drake University*</td>
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<tr>
<td>Elon University*</td>
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<tr>
<td>Gonzaga University*</td>
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<tr>
<td>Providence University*</td>
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<tr>
<td>Valparaiso University*</td>
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<td>Xavier University*</td>
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The new peer institutions are all master’s comprehensive/large institutions that already have secured six-year graduation rates in the 76-88 percent range. Butler’s new “aspirant” roster incorporates several different institutional types, including one master’s comprehensive, three doctoral institutions, and four “research universities”—many with national reputations. Three-quarters of these “aspirant institutions” also currently exceed both Butler’s latest reported graduation rate for four-year programs (74 percent) and our official six-year graduation goal of 75 percent. Evaluating Butler within this company implies a willingness to recalibrate goals, elevating them above the level set by our formal strategic plans.

Admissions data document a shift toward a slightly more selective profile over the past decade. For fall 2011, 80.5 percent of new students were in the top quartile in high school rank, with 52.5 percent in the top 10 percent of their class; comparable figures for the entering class of fall 2002 were 74.9 percent and 43.4 percent. Combined (verbal and math) SAT scores trend upward from 1,159 (2002) to an average of 1,172 for the five-year period, 2007–2011, and ACT scores follow suit, increasing from...
25.88 (2002) to 27.53 (2011), as seen here. Heightened aspirations in setting our retention and graduation goals, therefore, may be timely and fitting, given our students’ stronger academic credentials.

Subcomponent 4.C.2. The institution collects and analyzes information on student retention, persistence, and completion of programs.

Each fall, OIRA produces an updated Institutional Data Profile, posted on the OIRA website, which affords the community a 10-year perspective on our student body, faculty, academics, and institutional life. This resource offers details neither requested nor available in generic reporting such as the Common Data Set, which also is published widely.

Butler presents retention data in multiple formats. Detailed analysis of freshman-to-sophomore retention rates complements persistence data tracked both by fall-to-spring enrollments for freshmen and as averages in fall-to-fall persistence across the full continuum of four to six-year enrollment. The following identifies retention information routinely available at the OIRA website:

<table>
<thead>
<tr>
<th>Retention By Cohort Year: Fall to Fall</th>
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<tbody>
<tr>
<td>For entering cohorts, fall 2007–fall 2011 and disaggregated by college; plus overall persistence rates expressed by cohort year and as averages.</td>
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</table>

<table>
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<tr>
<th>Retention of Freshman Cohorts: Fall to Fall</th>
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<tbody>
<tr>
<td>Summary data for entering cohorts, fall 2003–fall 2011, with average persistence calculated for the period, second year through fifth year.</td>
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<tr>
<th>Freshman Attrition: Fall to Spring</th>
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<tbody>
<tr>
<td>Persistence from first semester to second semester for entering freshmen cohorts, fall 2003–fall 2010, disaggregated by student college affiliation at time of admission.</td>
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<tr>
<th>Retention of Full-Time Transfer Students: Fall to Fall Semesters</th>
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<tbody>
<tr>
<td>Tracking transfer students by year and specific cohort group (freshman, sophomore, junior, senior status) at matriculation to Butler, plus averages for transfer cohort as a group by entering year, and 10-year average retention by class.</td>
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</table>

Graduation rate reporting, comprehensive of all programs, requires distinct analyses for our four-year and six-year degree programs. Butler’s average results for entering cohorts 2002–2006 is a 74 percent six-year completion in four-year degree programs, 72 percent in health sciences (a five-year program), and 77 percent in Pharmacy, a six-year program leading to a Pharm.D. degree. The Pharmacy program hit an all-time high in its seven-year graduation rate of 83 percent for the 2004 cohort.

Our routine reporting also differentiates retention rates (as noted above) and graduation rates by individual academic majors or programs. We track both the number of students who complete in their original major, and those who begin in the major but graduate with a degree in a different Butler program. Roughly equal proportions of Butler students completed in their original major as did in a new major for the 2001–2004 entering cohorts. Students entering in 2004 and 2005, however, were significantly more likely to complete in their original major. Details can be found here. Ease of access to college and departmental-specific data of this kind is also ensured via five-year statistical reports updated each year by OIRA and published at its website.
CRITERION FOUR: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT

Every year OIRA and the Office of Registration and Records also facilitate customized analyses of student retention, persistence, and completion data. NCAA re-certification (2011), for example, generated analyses of six-year graduation rates for our student-athletes compared with the general population, with very satisfying results. (See the NCAA Peer Review Report [here](#) for 2011.) Additional specialized reporting is considered in subsequent sections. (See Subcomponent 4.C.3 and 4.C.4.)

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<tbody>
<tr>
<td>Four-Year Baccalaureate Programs</td>
<td>70%</td>
<td>75%</td>
<td>74%</td>
<td>76%</td>
</tr>
<tr>
<td>Full-Time Freshman Student-Athlete Cohorts, Receiving Athletic Aid</td>
<td>71%</td>
<td>84%</td>
<td>74%</td>
<td>79%</td>
</tr>
</tbody>
</table>

Subcomponent 4.C.3. Processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.

Institutions studying student success effectively engage both quantitative and qualitative evidence in understanding retention, persistence, and completion. Butler’s institutional reports reflect this good practice in several respects—the use of basic IPEDS definitions; the regularity in reporting cycle and consistency in analysis; and their accessibility and transparency. National conversations on higher education accountability also argue for supplementing IPEDS data with information which brings context and depth to retention reporting. Here, too, Butler excels: by participating in the Wabash longitudinal study tracking “value added” learning growth (See [Butler WNS Four-year Outcomes Change Graphs](#); [Butler WNS Four-year Outcomes Change Variability](#); [Butler WNS Good Practice Change](#); [Introduction to Good Practice Change Graphs](#); and [Variability in Four-year Student Change on Outcome Measures](#)); by administrating nationally normed surveys such as NSSE; and, by gathering on campus systematic information about a wide range of student learning outcomes and pedagogical practices. All of these help the University to resist the temptation to oversimplify the metrics for a complex reality.

Butler’s routine templates for retention and graduation reporting might be said to reflect the University's relatively homogeneous student body, along with tacit assumptions made of a fairly unitary student experience. Those categories deemed relevant for routine analysis include first-year matriculants v. transfer students, plus differentiation by student academic affiliation (college, academic program, or department). Disaggregating data by additional IPEDS categories is less common: gender analysis occurs sporadically; race and ethnicity generally are tracked only in enrollment numbers, and then with “multicultural” used as a catch-all for both domestic minority and international students.

Customized data reports, produced by OIRA upon request, do suggest the salience of gender and racial/ethnic categories to the Butler experience. Unlike many other institutions, Butler's gender distribution has moved in the direction of greater balance, with a 60/40 split in female/male enrollments in the past three years, compared with 64/36 in 2000. First-year to sophomore retention varies somewhat by gender in some interesting ways: for entering cohorts, 2005 through 2010, male students were retained at a slightly higher level than their female peers in half of the six years, but somewhat higher retention for female students is more common in the recent past. A more revealing pattern emerges...
in six-year graduation rates when studied by gender. For first-year cohorts entering between 2001 and 2005, Butler women graduated at a rate between four and six points higher than their male peers. One strategy, then, towards consistently meeting or exceeding Butler’s 75 percent six-year graduation rate would be to bring our male students’ graduation rates up to the level of their female classmates. (See Retention Rate by Gender and Ethnicity and Graduation Rate by Gender and Ethnicity.)

One dissuasive reason to regular reporting of retention and graduation rates by race and ethnicity has been the small number of students of color represented in such cohorts. For cohorts entering Butler between 2001 and 2005, for example, first-year to sophomore retention rates for Caucasian students ranged between 84 percent and 89 percent. By contrast, international student retention ranged from a low of 64 percent (n=11) to a high of 93 percent (n=28). For black students, the variation across these years extended from a low of 68 percent (n=22) to a high of 88 percent (n=26), whereas for Hispanic students, the range was a low of 69 percent (n=13) to a high of 100 percent (n=18). Even given the issues of statistical significance, variations of these kinds need to be monitored and known. Six-year graduation rates by race and ethnicity also pose questions. Caucasian students drive the University rate through their numerical dominance, with graduation rates in the 73-77 percent range, but their experience is not universal. In entering cohorts 2001–2005, Hispanic students graduated at rates between 62 percent and 79 percent four of the five cohort years, whereas black students posted graduation rates between 56-69 percent. (See Retention Rate by Gender and Ethnicity and Graduation Rate by Gender and Ethnicity.)

Even before IPEDS mandated reporting, national discrepancies across student groups with respect to recruitment, retention, and graduation rates in higher education were well known. In IPEDS, most institutions of higher education report differential success in six-year degree completion rates by racial/ethnic category (Carey, 2005). As The Education Trust notes, graduation gaps by race/ethnicity may be typical in American higher education, but “they are by no means inevitable. Some institutions consistently outperform their peers.” All institutions need to use their research capabilities to understand where graduation gaps exist on their campus, and to learn how other institutions, even those with considerable range in entering student attributes, have nonetheless met with success in narrowing or obliterating differential student retention and graduation outcomes by racial/ethnicity characteristics.

“To use graduation rates to measure excellence,” Alexander Astin of the Higher Education Research Institute cautions, “you have to do your homework.” Since roughly two-thirds of inter-institutional variation in degree completion rates may be attributable to differences in entering student characteristics, institutions need to understand the interplay of their entering and continuing students’ attributes such as high-school GPA, parental education level, socioeconomic status, indicators of high school preparation, and curricular rigor. Assumptions about retention and graduation rates should be tested through multiple-variant regression analysis. Butler should introduce additional granularity and sophistication into its regular institutional reporting of retention and graduation data, analyzing overall patterns in the light of multiple student cohorts and range of potentially salient student characteristics.

Subcomponent 4.C.4. The institution uses information on student retention, persistence, and completion of programs to improve its persistence and completion rates as warranted.

Since the mid-2000s, Butler faculty and staff have crafted a cluster of “good practices” informed by retention and persistence data and aimed at supporting improved student outcomes. Highlighted here
is a key curricular innovation of the past decade, three general reporting/advising interventions, and several recent targeted initiatives for specific student cohorts.

**First Year Seminar: Self, Community, and World.** Reflecting an awareness of the national first-year experience movement for improved new-student retention, Butler’s *Dare to Lead* strategic plan recommended establishing “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.” (See *Dare to Lead Appendix B, Recommendation 1A.*) A new two-semester First-Year Seminar (FYS) sequence, capped at 18 students per section, developed as part of the Core Curriculum (adopted 2005), was piloted in 2006–2007, with additional sections added each year until fall 2010, when the goal of enrolling all members of the new incoming class came to fruition. FYS has maintained consistent learning objectives while evolving in structure and topical variety. Some 59 sections were offered on varied topics in fall 2012, with faculty from all colleges and 17 different disciplines participating. Essential to its purpose, FYS creates intimate learning communities in which students reflect together, and with Butler faculty, on “big questions” about themselves, their community, and their world. Particularly when coupled with energetic, assessment-informed programming collaborations between Academic Affairs and Student Affairs, such as New Student Registration and Welcome Week, FYS conveys a clear campus commitment to ushering our new students into a sense of full membership in the Butler community.

Overall with the Core Curriculum, Butler has developed and initiated a robust assessment cycle that is showing important learning gains when noted on national surveys. Butler participates in several national surveys of student learning and engagement, including the National Study of Student Engagement (NSSE) administered annually at Butler since 2001 in the spring of the first-year and in the spring of students’ fourth year. In summer 2012, the University mapped the timeline of the new Core Curriculum and its assessment results against NSSE survey results since 2002. Now with three years’ worth of core data, Butler is guided by these two questions: what impact, if any, has the Core Curriculum had on student learning gains, as surveyed by NSSE? And if there has been an impact, what may have caused it and what conclusions can the University draw from it?

The NSSE is a nationally administered survey, developed more than a decade ago to measure student learning. Annually, NSSE gathers valid, reliable data on the extent to which students are involved in and exposed to educational practices that support valued learning outcomes. Four groups of these educational practices are:

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Supportive Campus Environment

In 2010, Butler was identified in the “Learning to Improve” study (McCormick & Kinzie, 2012) as an institution making measurable improvements to first-year student engagement over time. This study found that the greatest improvements in college scores aligned with institutional priorities and change efforts that were characterized as super-systematic, targeted, resulting from larger reform efforts, and distributed throughout the institution. The revision of the Core Curriculum, with its focus on student learning objectives rather than disciplinary fields, is an example of a super-systematic, large-scale reform effort. Thus, studying the years before the launch of the core in fall 2010 and now the years after
uncovers the significant way the Core Curriculum is positively affecting overall student learning in key educational practices.

In order to get a sense of the development of the core, the chart below shows the percentage of first-year students enrolled in each area of the core for the previous six years.

There are three important items to note:

2. Participation in the First Year Seminar program showed significant increase in 2008–2009, with almost 90 percent of incoming students enrolled. This percentage doubled from the year before and this percentage of students in the FYS has only increased since 2010–2011.
3. With the launch of the core in AY 2010–2011, the number of first-year students enrolled in all areas of the core increased by significant percentages and continues to increase.

Core courses, then, are one common element to the educational experience of incoming students. To be sure, increased and increasing learning gains cannot be tied solely to the core; students take a variety of courses and they participate in co-curricular experiences that also contribute to learning in
these NSSE areas. Nevertheless, the University is pleased with the direction the core is leading student learning: students at Butler University, who enroll in core courses during their first year along with other courses and co-curricular efforts, are demonstrating important learning gains that are now matching or exceeding NSSE peer institutions. In some cases, Butler results are in the top 10 percent of NSSE institutions’ scores. (See NSSE 2011.) Additionally, these learning gains begin to increase in the years immediately prior to the full implementation of the core in fall 2010 and are still continuing to increase. The “Report on Student Learning Gains in the Core Curriculum” details each area of the core as it coincides with reported learning gains.

Retention, persistence, and pro-active advising. There are now several routine activities intended to strengthen retention and persistence through advising outreach and interactions. “Early Term Grades” (ETGs), submitted for first-year and sophomore students just before midterm, are intended to inform conversations between advisors and advisees and to provide an “early alert” which could help us “head off” retention concerns. The ETGs identify current grades and allow for additional instructor comments about class attendance, challenges, and performance.

Since fall 2010, ETGs have been collected and distributed electronically; the Learning Resource Center provides tips to students and advisors on how best to make use of this information. Full compliance by instructional faculty is an ideal rather than a reality: in the semesters including fall 2010 through fall 2012, overall campus rates for faculty ETG submissions ran 82 percent to 90 percent, marking a steady increase in participation. Registration and Records offers college administrators data on course-by-course/instructor-by-instructor response rates. Messaging to faculty and departments emphasizes how midterm grades posted to the LMS (Blackboard and Moodle) in individual courses serve a different purpose than systematic reporting of ETGs, which affords a student’s academic advisor a comprehensive look at student progress and areas of weakness and of strength. The campus is now more aware of and compliant with the ETG reporting process, and as a result, students and advisors are provided with meaningful insight into their performance. (See ETG-Notice to Faculty; ETG Return Report Fall 2010; and Fall 2012 Early Term Grad Roster Return Report.)

Registration and Records produces for senior leadership a weekly enrollment report specifying persistence rates for continuing students and numbers of new students fully registered. (See Persistence Rate by Ethnicity; Persistence Rate by Gender.) Monthly, a more detailed report goes out to academic affairs administrators and the college deans’ offices which disaggregates enrollment data by college and discipline and provides actual names and contact information of continuing students not yet registered for the following semester. Department chairs, program directors, and faculty advisors seek to contact each of these students, inquiring about their circumstances, offering guidance, and urging continuation. Staff from the Office of Student Financial Aid and from Student Accounts also join in this effort, particularly in preparation for the new academic year, with a special concern for students with financial holds or required loan paperwork pending.

Finally, the Learning Resource Center, Records and Registration, and Student Affairs offices collaborate in identifying and meeting with Butler students who have indicated that they may be leaving the University. Transcript requests from Registration and Records are the primary identifier for initiating this contact, although students can also self-identify with their academic advisors or other staff and faculty. Students are contacted via e-mail and given the opportunity to schedule an interview with a dean in the Student Affairs office or a staff member in the Learning Resource Center. Formally con-
sidered an “exit interview,” these conversations are structured to explore students’ reasons for attending Butler, their transition to college, their college experience, and plans if they leave Butler. These meetings provide a special kind of support to students to ensure they are making a truly informed decision as they consider alternative paths to degree completion. (See Checklist for Students Leaving Butler; Exit Interview Form.)

Butler has collected “exit survey” information generated by these meetings for over a decade, with clear benefits to our understanding of student failure to persist. Interview questions allow students to relate their experiences quite specifically regarding institutional fit, transitions, college, academics, social connections, and access to and use of support offices. In addition, students are asked to prioritize reasons for leaving the University. As the process has evolved, common reasons have been identified and students may choose from a variety of individual responses under the categories as well as provide additional detail specific to their situation via open-ended questions. Student Affairs and the Learning Resource Center compile a report each semester which summarizes the demographic information, primary reasons for exiting, as well as providing supporting anecdotal information (e.g., written responses or oral statements). Any trends are noted and recommendations are formulated. The report is shared with vice presidents, associate provosts, and deans so that information with relevance to their respective units can be addressed.

The Learning Resource Center has utilized the information gleaned from the exit interviews to improve outreach in the areas of academic success, major exploration, and academic support services such as tutoring. Additionally, Welcome Week and New Student Registration are consistently reviewed in light of students’ expressed concerns and appropriate changes are made. Student Affairs has used the exit interview information over the years to increase the amount of weekend and late-night programming directed toward first- and second-year students, especially during the first six to eight weekends of the fall term. This is to facilitate new students staying on campus and developing a stronger support system and sense of “belonging” essential to new student retention.

**Initiatives for persistence of sophomores and transfer students.** New retention and graduation goals stemming from Butler’s strategic planning prompted an unusually comprehensive Retention Report in 2007–2008 with multi-variant consideration of student characteristics and isolation of possible areas of opportunity for improvement. In particular, the Executive Summary recommended a focus on transfer students, commuter students, and first-generation college students. (See Del Santo Retention Report.) As first-year to sophomore retention rates have improved, renewed attention also has been given to persistence rates in intermediate semesters to encourage better rates of actual degree completion, as well as to first-generation students.

Data analysis of mid-year and transfer students in our annual Institutional Data Profile must be considered broadly. We know that the average persistence for first-year cohorts entering in the period 2002–2007 was 88 percent to second year, 81 percent from second to third year, and 77 percent third year to fourth year. (Details can be found here.) Persistence rates for transfer students are expressed in a different format, making comparison less self-evident. It appears, however, that the transition for first-year transfers to the sophomore year is widely variable, with retention rates for transfer cohorts entering 2001–2010 ranging from a low of 50 percent retained to a high of 81 percent retained. Anecdotal evidence, personal observation, and our exit surveys also underscore the loss of students across these intervening semesters.
Student Affairs has taken the lead programmatically with respect to Butler sophomore retention, forming a committee now called Year2@BU. Focus groups with sophomore students in 2008–2009 helped to identify specific strategies. An early effort—not completely successful judged by student turnout—was a 2010 “Sophomore Conference On Real Experiences (SCORE)” which provided workshops on topics such as internships, apartment living, study abroad, and finding one’s passion. In the current academic year, additional programs are being offered, anticipated by a special letter to sophomores welcoming them back to campus and a Sophomore Welcome Back picnic the first week of the fall term. Sophomore class officers are also being encouraged to involve more students in class council and sponsor events to bring the class together.

Similarly, the Learning Resource Center (LRC), recognizing a need for outreach to transfer students, recently revived and invigorated a transfer-specific orientation program in fall 2009. In designing the program, they built upon the work of the University-wide Retention Committee. One creative strategy adopted was identifying individual Butler staff members as “transfer student point persons”—people best positioned to assist students’ transitions from admission through to their arrival in their academic major department. These staff members, drawn from offices across campus, were charged with contacting transfer students directly and assisting them one-on-one with sorting through necessary placement exams, prerequisite courses, and other academic needs as well as connecting them with housing and other administrative offices as necessary. This kind of “personalized” attention is enabled by the relatively small size of our transfer student cohort: 113 new transfer students in 2010, and 110 new transfer students in 2011.

Since fall 2009, the LRC has also co-sponsored, with the PuLSE Office and other offices, a “Remix” orientation program for transfer students at all class levels. The event is continually evolving in response to student evaluations, but has always included a resource fair, social interaction with current (former transfer) students, lunch with college representatives, and keynote presentations from Academic and Student Affairs. Held during Welcome Week, Remix is coupled with other transfer-specific events, including a dessert reception and evening meal to help transfer students form quick connections within the Butler community. The LRC and PuLSE also successfully advocated for the addition of a transfer-student orientation group during Welcome Week. Additional programming sponsored by the LRC occurs throughout the academic year, often partnering with other offices such as the Center for Faith and Vocation. Major improvements have been made in marketing these opportunities to transfer students, and in outreach through development of a transfer website and newsletter.

**Building Forward: innovations in data-reporting and cross-campus collaboration.** Setting a new standard in Butler’s own “best practices” is recent first-generation college student outreach. The initiative, which emerged organically out of the shared concerns of student affairs and student academic affairs staff, now stands as a model of research, collaboration, and action across divisions and organizational boundaries. The “first generation” ad-hoc working group formed in summer 2011 includes administrators and staff from Student Affairs (dean of student life and residence life), from Academic Affairs (associate provost of student academic affairs), Learning Resource Center, Office of Institutional Research and Assessment, and from Enrollment Management (director of student financial aid). Of special note in this effort was early and thorough-going attention to data collection and analysis as foundational to programmatic discussions. Also noteworthy were the intentional and systematic ways in which other college administrators, faculty, students and staff were recruited as allies and advocates.
Data collection demanded creativity in actual identification of student cohort members and a willingness to work within the parameters of the possible, since not all first-generation students self-identify in admissions documents, participate in orientation activities (where CIRP is completed), or submit FASFA applications. Using as the definition of “first-generation” those students for whom no parent completed a college degree, the workgroup isolated a student cohort at Butler of approximately 15.6 percent (2010) and 16.49 percent (2011) of the entering first-year students—higher than anticipated. Initial data analysis was intentionally comprehensive, exploring the potential salience of various characteristics in comparing first-generation students (FG) and non-first-generation students (NFG). (See First Generation Initiatives; First Generation Students By College; Demographic Profile of First Generation Students; First Generation Staff and Faculty; and LRC Letter to Advisors.)

<table>
<thead>
<tr>
<th>Pell Eligibility</th>
<th>Pell Eligible</th>
<th>Not Pell Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FY Students. 2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=143)</td>
<td>46.9% (76)</td>
<td>41.4% (67)</td>
</tr>
<tr>
<td>Not FG (n=855)</td>
<td>16.6% (142)</td>
<td>83.4% (713)</td>
</tr>
<tr>
<td><strong>FY Students. 2009</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=134)</td>
<td>42.5% (57)</td>
<td>57.5% (77)</td>
</tr>
<tr>
<td>Not FG (n=747)</td>
<td>15.5% (116)</td>
<td>84.5% (631)</td>
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<thead>
<tr>
<th>In-State/Out-of-State Status</th>
<th>In-State</th>
<th>Out-of-State</th>
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</thead>
<tbody>
<tr>
<td><strong>FY Students. 2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=161)</td>
<td>74.7% (121)</td>
<td>24.7% (40)</td>
</tr>
<tr>
<td>Not FG (n=852)</td>
<td>49.6% (424)</td>
<td>50.1% (428)</td>
</tr>
<tr>
<td><strong>FY Students. 2009</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=134)</td>
<td>76.1% (102)</td>
<td>23.9% (32)</td>
</tr>
<tr>
<td>Not FG (n=747)</td>
<td>51.5% (385)</td>
<td>48.5% (362)</td>
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<thead>
<tr>
<th>First Year Residency</th>
<th>On-Campus</th>
<th>Commuter</th>
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</thead>
<tbody>
<tr>
<td><strong>FY Students. 2010</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=162)</td>
<td>87.7% (142)</td>
<td>12.3% (20)</td>
</tr>
<tr>
<td>Not FG (n=855)</td>
<td>96.6% (826)</td>
<td>3.4% (29)</td>
</tr>
<tr>
<td><strong>FY Students. 2009</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=134)</td>
<td>90.3% (121)</td>
<td>9.7% (13)</td>
</tr>
<tr>
<td>Not FG (n=747)</td>
<td>96.3% (719)</td>
<td>3.7% (28)</td>
</tr>
</tbody>
</table>

Demographically, a majority of the first-generation cohorts (2005–2010) studied diverged from their non-first-generation peers in three dramatic ways. These include high incidence of Pell Grant eligibility, of permanent residence in Indiana, and of students’ commuter (v. residential) status. Differences were less predictable with respect to gender balance, and broad racial and ethnic (white v. other) identification. Discovering, and documenting the extent of, these distinctions fleshed out the human “face” of this student cohort on campus.
Statistically significant differences in academic profiles and in academic outcomes also were in evidence when comparing the experience of Butler’s first-generation students and non-first-generation students. This is true of average SAT or ACT at admission, of average cumulative GPAs across semesters, of likelihood of changing majors, particularly after several semesters at Butler, and of retention and persistence rates. The following charts the differing experiences of first-generation and non-first-generation students entering fall 2007.

<table>
<thead>
<tr>
<th>FY Students, 2007</th>
<th>Still Enrolled</th>
<th>Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained First Year, Fall to Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=149)</td>
<td>90.6% (135)</td>
<td>9.4% (14)</td>
</tr>
<tr>
<td>Not FG (n=690)</td>
<td>97.2% (671)</td>
<td>2.8% (19)</td>
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<table>
<thead>
<tr>
<th>FY Students, 2007</th>
<th>Still Enrolled</th>
<th>Not Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Sophomore Year, Spring Semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=149)</td>
<td>76.5% (114)</td>
<td>23.5% (35)</td>
</tr>
<tr>
<td>Not FG (n=690)</td>
<td>87.2% (602)</td>
<td>12.8% (88)</td>
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<table>
<thead>
<tr>
<th>FY Students, 2007</th>
<th>Still Enrolled</th>
<th>Not Enrolled</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Junior Year, Spring Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=149)</td>
<td>65.8% (98)</td>
<td>34.2% (51)</td>
<td></td>
</tr>
<tr>
<td>Not FG (n=690)</td>
<td>81.2% (560)</td>
<td>18.6% (128)</td>
<td>0.3% (2)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FY Students, 2007</th>
<th>Still Enrolled</th>
<th>Not Enrolled</th>
<th>Graduated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained Senior Year, Spring Semester</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Generation (n=149)</td>
<td>59.1% (88)</td>
<td>38.3% (57)</td>
<td>2.7% (4)</td>
</tr>
<tr>
<td>Not FG (n=690)</td>
<td>76.7% (529)</td>
<td>19.4% (134)</td>
<td>3.9% (27)</td>
</tr>
</tbody>
</table>

Data suggests that challenging transitions exist for all Butler students, but also that particularly perilous junctures exist for first-generation students mid-way through their sophomore year and mid-way in their senior year, where the gap between their rate of persistence and that of their non-first-generation peers is widest. In presenting a consistent discrepancy in retention and persistence across all years, data argue that interventions for first-generation students might be warranted at any time in their Butler careers.

While initiated in fall 2011, the commitment to serving this special cohort of students is ongoing and many strategies have been implemented. As the University moves into its second year with this emphasis, OIRA has introduced further refinements in the data analysis; first-generation has been added as a demographic category on “exit interview” forms, and revisions and additions to programming are under discussion, as the list below indicates:
AY 2011–2012 First-Generation College Student Programming Initiatives

**Increasing the visibility of first-generation student experience at Butler:** sharing basic data and analysis with administrators, faculty, and staff; disaggregating data in ways meaningful to different parts of the University (e.g. first-generation college students’ distribution across colleges and majors, residence halls); article in On The Road (first-year newsletter) featuring first-generation students.

**Creating and circulating actual roster of incoming first-generation students:** to enable contact at the earliest point in the new academic year.

**Building relationships with individual students:** one-on-one outreach by administrators and staff (special introductions in residence hall, plus coffee or meal dates) and by students’ academic advisors in the departments and the LRC (facilitated by sending advisors their student names, contact information, and “tips”); developing Butler faculty/staff first-generation network (19 in all) to serve as mentors to new students.

**Developing community and sense of belonging:** “Welcome” social with all new first-generation students, some continuing first-generation students, and members of the faculty/staff network; mid-fall social with new and upper-class first-generation students; establishing a first-generation student organization where upper-class students assist incoming first-generation students in their transition, beginning AY 2012–2013.

**Promoting use of academic resources and support:** new marketing to incoming first-generation students for Welcome Week “College 101” program; LRC monitoring of Early Term grades/comments and semester grades for the first-year cohort; pre-registration workshops by LRC.

The initiative has also prompted other campus outreach relevant to Butler’s retention, persistence, and completion rates. The summer 2011 data analysis helped sharpen awareness of the size of the University’s commuter student community, and its needs. Several activities adopted for first-generation students have also been used to engage the commuter student population, of which first-generation students are a significant part.

National studies, drawing on massive data sets from public institutions, have persuasively argued that living in a campus community makes a difference in students’ graduation success, even after controlling for differences in entering students’ credentials and background (Bowen et al, *Crossing the Finish Line: Completing College at America’s Public Universities*, 2009). Not only do individual students benefit from living on campus, but all students benefit from attending an institution where more students live on campus, because of the quality of engagement which residency promotes. Making campus residency financially possible for as many Butler students as possible will assist in campus retention and enrich the campus culture.

Butler’s Pell Grant data showed wide discrepancy in family financial ability between first-generation and non-first-generation students, as well as an increase in Pell Grant eligibility overall in the Butler student population in recent years. Again, national studies show that students from families with challenging family financial circumstances are at high risk. “Reliable, simple, and predictable provision of financial aid,” Bowen writes, “affects not only initial access (willingness to matriculate) to college but also affects likelihood of continuing through to graduation.” Financial aid guarantees at meaningful levels which allow Butler students “to anticipate secure support across the degree program” can make all the difference in persistence and completion. These are very real challenges to be faced by the Butler community, as it establishes new directions and priorities.
The foundational direction and priority of the University, however, remain the same: to provide high-quality curricular and co-curricular experiences to its students in every major, and to continually work to improve students’ learning. So many efforts, particularly since the University’s last reaccreditation, have been significant in moving Butler into the realm of best practices, and indeed, leadership in some areas, of best practices to ensure high-quality student experiences.

Opportunities for Improvement

- To date, assessment of programs offers encouraging glimpses of success that together paint a relatively complete picture of student learning. More extensive evaluation is needed to discern how the student learning outcomes sought can be more universally and consistently achieved, and whether student-mentor pairs are more (or less) successful in particular disciplines. A more fully developed assessment program might also indicate areas for progressive programmatic improvement; for example, whether students are prepared to take full advantage of their learning opportunities, and in how we might best cultivate effective mentoring skills among our faculty.

- One significant improvement the University recognizes is the need to involve faculty more on the assessment process. Currently, the Academic Assessment Committee is composed of administrators, thus signaling a top-down assessment process, with faculty divorced from the assessment of student learning except in their own department. Some members of the Academic Assessment Committee are resistant to greater involvement of faculty, and there is no Faculty Senate-level committee focused on assessment. These two items are not insignificant in helping the University take the next step forward in assessment of student learning.

- Given both its historic mission regarding diversity, increasing size, and its institutional ambitions, the University should expand its annual Institutional Data Report to include gender and racial/ethnic analytical categories.

- As the University considers better ways to collect information about retention and graduation rates, Butler may be better served by asking additional questions regarding students’ choices or by expanding our data collection to search for additional meaningful patterns. Butler uses NSSE, for example, with first-year and senior-year cohorts as our touchstones: what instruments might capture experiences for students in the intermediate semesters? The University also may be better served by integrating other student characteristics into the analysis of persistence patterns—especially parental educational attainment, commuter v. resident student, and student financial indebtedness.
CRITERION FIVE: RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Butler University clearly has sufficient resources, structures, and processes in place to fulfill its mission, improve the quality of our educational offerings, respond to new challenges, and embrace opportunities. In the past decade, the University has mindfully grown the size of its student body and faculty, strengthened its Core Curriculum with attendant gains in student learning, judiciously added mission-driven new programs (e.g., new undergraduate majors in Art + Design, Peace Studies, Gender, Women, and Sexuality Studies, an M.F.A. in Creative Writing, an MPAcc in accounting), and constructed new or renovated older facilities, all while being guided by two strategic plans which were developed with substantial involvement of the entire Butler community. This, and more, was accomplished with balanced budgets and a steady rise in US News and World Report’s ratings. Moreover, the University is actively engaged in planning for the future, as evidenced by President Danko’s proposed new goals discussed here. Herein, we provide evidence addressing the core components in order to demonstrate more fully how Butler University meets this criterion.
CORE COMPONENT 5.A.
The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

Butler University has the resources, both human and fiscal, to deliver an education of the highest quality to our students. Independent financial audits, college and program reviews, as well as faculty-to-student and staff-to-student ratios all show that Butler University has the financial and personnel resources to support educational programs and the mission, and has the physical and technological infrastructure required to maintain and improve University operations. Specifically, the University maintains an endowment valued at $148 million on May 31, 2012 and operates (in 2012–2013) with a $130 million annual budget. Endowment draw was 5.4 percent in 2011–2012 and is projected again at 5.4 percent in 2012–2013 (see the proposed 2012–2013 budget [here](#)). From 2002–2012, the University balanced its budget with surpluses, all of which went into contingency. The original proposed budget for 2012–2013 also was balanced, but due to unanticipated expenses (in particular, unexpected capital repairs to historic Jordan Hall and joining the Atlantic 10 conference a year earlier than planned), the revised 2012–2013 budget shows a planned deficit ($1.1 million); however, the University has sufficient surplus ($1.4 million) to cover any shortfall. Butler University financial statements for the past three years can be found at [Financial Statements May 2012](#), [Financial Statements May 2011](#), and [Financial Statements May 31, 2010](#).

Resources are allocated to the fiscal units on campus which include areas such as financial aid, physical plant, and instruction (academic colleges). For example, the Financial Aid allocation was 36 percent of the revenue generated from student tuition and fees in 2010, 2011, and 2012.

Subcomponent 5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

The institution has fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered. We address each of these areas in the following.

Fiscal Resources


- Asset Composition trend has been stable and trending favorably.
- Given that one of the University’s most significant assets is the long-term investment portfolio, which includes the University endowment at approximately $148 million as of May 31, 2012, the University’s financial position is significantly influenced by the trends in the investment markets.
Investments declined in FY 2008 and FY 2009, increased as the investment markets rallied in FY 2010 and FY 2011, and declined slightly again in FY 2012.

- The Unrestricted and Temporarily Restricted Net Assets of the University also reflect the long-term investment market trends.
- The Unrestricted Revenue trends are favorable.
- Butler University operations are heavily driven by net tuition and fees, as the four-year trend for net tuition and fees illustrates:
  - Full-time enrollment has grown from 4,246 to 4,453 (4.9 percent).
  - Net tuition and fee revenue has grown from $68.4 million to $81.5 million (19.2 percent).
  - Net tuition and fee revenue per full-time student has grown from $16,108 to $18,294 (13.6 percent).
- The statement of Activity Expenses trend, which includes Total Program and Operating Expenses plus Total Other Expenses, reflects approximately 3.1 percent growth over the four years. (See Financial Statements May 2008, and Financial Statements May 2011.)
- The four-year trend for Net Expenses per full-time student (Total Program and Operating Expenses, plus depreciation, less Residence Hall, less Intercollegiate Athletics, less Auxiliary expenses) has increased from $21,432 to $23,590 (10 percent).
- The four-year trend of financial resources to support operations and debt has experienced fluctuations caused by the long-term investment markets. The ratio of Expendable Financial Resources to Debt did decline from 1.12 to 0.83 primarily due to the long-term investment markets. However, there has been a strong positive trend since 2009.
- Unrestricted Financial Resources to Operations has remained unchanged at 0.31 with a significant decline in FY 2009 and growth in FY 2010 and FY 2011.

Given all these factors, the University as a whole is financially sound and has the resources required to deliver the programs and services consistent with our mission.

Revenue sources other than tuition and fees for the University include investment income, contributions, and extramural grants. The most recent financial statements show more than $7.5 million in investment income and more than $1.5 million in government and other grants. The University has been quite successful in obtaining grant income. A few examples will illustrate the wide range of extramural funding in recent years. In 2010–2011 the College of Pharmacy and Health Sciences received $595,000 in extramural funding, including a National Science Foundation grant; the college also has an Edward J. Rowe and Margaret F. Rowe Endowment in the sum of $70,000 annually for faculty and staff development. (See Pharmacy Self-Study Report.) The College of Liberal Arts and Sciences received $5.3 million from the Fairbanks Foundation and $5 million from alumnus Frank Levinson in 2007 to support infrastructure in the natural sciences, and $1 million in 2010 from the Efroymson Family Fund to establish and maintain the Efroymson Center for Creative Writing. In 2012 the Burris Foundation awarded $30,000 to the College of Education to support the Butler-Indianapolis Public Schools partnership. In 2006 the Lilly Endowment gave over $20 million to support the College of Business Butler Business Accelerator and in 2011 the Endowment awarded a $3 million supplemental grant to help sustain the program. (See Extramural Funding.)

Individual departments and programs also have been engaged in extramural funding. For example, the Department of Biological Sciences, in conjunction with the Center for Urban Ecology, has been
awarded multiple grants, including one for $250,000 from the Nina Mason Pulliam Charitable Trust. (CUE 2011 Annual Report, page 19). The Department of Chemistry has utilized over $200,000 of National Science Foundation funds for course curriculum and improvement to implement significant curricular changes. (See Chemistry 2012 Self-Study.) The Butler Community Arts School, housed in the Jordan College of the Arts, has received recent grants from the Indiana Arts Commission and the Central Indiana Community Foundation.

With the recent hiring of a new director of sponsored programs (2013), the expectations are high for increasing grant activity.

**Personnel Resources**

In September 2011, in a report made to the Board of Trustees Finance Committee on FT Faculty/Staff Headcount several trends were noted from September 2007 to September 2011. Full-time faculty increased 16.3 percent. Full-time staff increased 1.2 percent over the same period. Undergraduate student FTE has increased 4.6 percent over the same period. The ratio of undergraduate FTE students to FTE faculty ratio has decreased slightly from 13.1 to 11.9 over the same time. (See various tables in the Institutional Data Profile.)

Examination of the data in the Institutional Data Profile for the time period from fall 2003 to fall 2012 reflect increased faculty resources compared to enrollment during the period. At the overall University level several increases were noted.

<table>
<thead>
<tr>
<th>Description</th>
<th>Fall 2003</th>
<th>Fall 2012</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>268</td>
<td>341</td>
<td>27.97%</td>
</tr>
<tr>
<td>Part-time FTE Faculty</td>
<td>66.4</td>
<td>64.6</td>
<td>&lt;2.71%</td>
</tr>
<tr>
<td>FTE Faculty</td>
<td>335</td>
<td>406</td>
<td>21.19%</td>
</tr>
<tr>
<td>Student Credit Hours (SCH)</td>
<td>63,873</td>
<td>65,616</td>
<td>2.73%</td>
</tr>
<tr>
<td>Undergraduate FTE Enrollment</td>
<td>3,800</td>
<td>4,164</td>
<td>9.58%</td>
</tr>
<tr>
<td>Graduate FTE enrollment</td>
<td>368</td>
<td>527</td>
<td>43.2%</td>
</tr>
<tr>
<td>SCH/FTE Faculty</td>
<td>191</td>
<td>162</td>
<td>&lt;15.16%</td>
</tr>
<tr>
<td>FT Teaching Credit Hours (TCH)/FT Faculty</td>
<td>6.42</td>
<td>6.20</td>
<td>&lt;3.43%</td>
</tr>
</tbody>
</table>

At the college level, the creation of the College of Communication in fall 2010 disrupted the data trends for the College of Liberal Arts and Sciences and Jordan College of the Arts. However, data indicates that all colleges experienced decreases in SCH/Actual Faculty trends. All colleges, except the Jordan College of the Arts, experienced decreases in FT TCH/Actual FTE Faculty ranging from 26 percent to three percent.
CRITERION FIVE: RESOURCES, PLANNING AND INSTITUTIONAL EFFECTIVENESS

<table>
<thead>
<tr>
<th>Description</th>
<th>Fall 2003</th>
<th>Fall 2012</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College of Liberal Arts and Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCH/Actual FTE Faculty</td>
<td>198</td>
<td>174</td>
<td>&lt;12.12%</td>
</tr>
<tr>
<td>FT TCH/Actual FTE Faculty</td>
<td>9.7</td>
<td>8.8</td>
<td>&lt;9.3%</td>
</tr>
<tr>
<td><strong>College of Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCH/Actual FTE Faculty</td>
<td>176</td>
<td>142</td>
<td>&lt;19.32%</td>
</tr>
<tr>
<td>FT TCH/Actual FTE Faculty</td>
<td>8.6</td>
<td>7.8</td>
<td>&lt;9.3%</td>
</tr>
<tr>
<td><strong>College of Business</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCH/Actual FTE Faculty</td>
<td>232</td>
<td>173</td>
<td>&lt;25.43%</td>
</tr>
<tr>
<td>FT TCH/Actual FTE Faculty</td>
<td>7.8</td>
<td>7.6</td>
<td>&lt;2.56%</td>
</tr>
<tr>
<td><strong>College of Pharmacy and Health Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCH/Actual FTE Faculty</td>
<td>238</td>
<td>181</td>
<td>&lt;23.95%</td>
</tr>
<tr>
<td>FT TCH/Actual FTE Faculty</td>
<td>4.2</td>
<td>3.1</td>
<td>&lt;26.2%</td>
</tr>
<tr>
<td><strong>Jordan College of the Arts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCH/Actual FTE Faculty</td>
<td>129</td>
<td>100</td>
<td>&lt;55.41%</td>
</tr>
<tr>
<td>FT TCH/Actual FTE Faculty</td>
<td>8.6</td>
<td>8.7</td>
<td>1.2%</td>
</tr>
<tr>
<td><strong>College of Communication</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCH/Actual FTE Faculty</td>
<td>N/A</td>
<td>155</td>
<td>N/A</td>
</tr>
<tr>
<td>FT TCH/Actual FTE Faculty</td>
<td>N/A</td>
<td>10.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

It is also interesting to note that TCH taught by part-time faculty has decreased by 6.9 percent from fall 2003 to fall 2012 and that the percentage of all course hours taught by part-time faculty has decreased from 27 percent in fall 2003 to 23 percent in fall 2012. These data trends indicate Butler’s continuing commitment to providing high-quality instruction and to providing sufficient faculty to operationalize that commitment.

**Physical Resources**

Butler has a history of using campus-wide master planning to translate the strategic vision in the institution’s current strategic plan into physical resources. (Some discussion of classroom, laboratory, and performance spaces also appears in the discussion supporting Core Component 3.D.) Per the Butler University Campus Master Plan, the University has sufficient physical resources to support its current operations. The Campus Master Plan, finalized and approved in May 2010, was developed by the external firm, Christner Inc., with heavy collaboration from many core constituency groups from around campus. The master plan “depicts the campus as it might appear in 10-20 years based on a current understanding of facility space requirements and development priorities for the future.” It details and assesses the current physical (infrastructure) status of Butler’s buildings and grounds. It also details the history of Butler’s physical plant and lays out recommendations for future needs and improvements. The plan articulates the raw projected costs (for budgeting purposes) for the recommendations. The plan notes that personnel and programmatic changes will occur that cannot be precisely anticipated—and as such, the recommendations are based on an “important balance between
specific direction and necessary flexibility.” Thus, this plan has some variability built into its recommendations, allowing for enhancements and adjustments along the way.

Furthermore, the University is committed to updating its Master Plan if there are significant changes to its strategic plan and vision. For example, the Jordan College Academy of Dance (JCAD) had a long and rich history with the institution and the community. However, it was an auxiliary program and incurred a financial deficit for a number of years and on a regular basis. The closing of JCAD in May 2011 allowed for the development of designated space for the Art + Design Program, with the facility now named the Jordan College Annex. This is the first designated space for this program, including an art classroom, art studio, a gallery space, and art faculty offices for three full-time art faculty. Of the four spaces in the annex, two have remained dance studios, now used by Butler students, and two have been transformed into art classroom and studio space. Folding tables and chairs are housed in the classroom; mediation to the classrooms will be added in the near future. Art students began work in the space in spring 2011; art and dance classes are taught in the annex beginning with AY 2012–2013. Phase II of renovation has been approved and the art studio will receive sinks and access to water in the studio, a paint spray booth, additional windows for lighting, and preparation for the installations of permanent mediation among other renovations as funds allow.

The Commission on the Sciences, an 18-member group of faculty, staff, and administrators, was constituted in 2010 to expand on the work of the 2010 Campus Master Plan and to confirm/validate projected space needs and explore where opportunities might exist for collaboration and shared use among the science departments. The commission’s report, issued in June 2011, contains recommendations for a four-story addition to the north end of Gallahue Hall (the building currently housing Biological Sciences, Chemistry, and Physics and Astronomy), a new atrium connecting the Holcomb Building (currently housing the College of Business and the Ruth Lilly Science Library), and a complete renovation of Gallahue. The plan maps out where each science department would be located and includes additional research spaces for psychology and additional working space for Information Technology. The commission expressed a strong preference for site concept A from the Campus Master Plan as seen below.
Finally, discussions are underway at the Board of Trustees level regarding the construction of a mixed-use parking/housing/retail structure on campus, as well as the possibility of a new building for the College of Business. Given President Danko’s newly proposed goal of significant student body growth, the Campus Master Plan will be revisited in the event such growth is planned.

**Technology Resources**

The *Butler University Technology Master Plan*, published in 2010, along with its updates of 2011 and 2012, demonstrates that the University has and plans for sufficient technological infrastructure to support its operations. The Technology Master Plan attempts to project the technology future of Butler University both in physical technological infrastructure and also in the implementation of new technologies. The plan was developed with heavy collaboration from many core constituency groups from around campus. The foundation of the plan and direction to take were guided primarily by the current strategic plan, *Dare to Make a Difference*. In addition, a full SWOT analysis was completed that helped lead to many of the plan’s recommendations. The plan offers eight goals, each of which has several major initiatives. For example, Goal #1 states that Butler will continually evolve to “meet the demands of students, faculty, staff, and other constituents.” Initiatives under that goal include increasing support for mobile devices, moving toward cloud computing, and instituting metrics to assess Butler’s progress on adopting technologies against our peer institutions. The update from 2011 notes that a comparison to peer institutions has been completed, an iPad pilot program with some faculty has been launched, and there is expanded support for mobile devices. The update from spring 2012 includes several proposed projects to address these initiatives. Goal #3 affirms that technology will be “applied intentionally to facilitate effective and innovative teaching and learning.” One of the initiatives under Goal #3 is to integrate academic technology into academic units through strategic partnerships with the Office of the Provost, colleges, and the library. The update documents note that more than 5,000 hours of course content is now available to students through Panopto (2011 update), and that Information Technology partnered with the comprehensive faculty development program to host a week-long summer workshop entitled “Transforming Teaching Through Technology.” (See the earlier discussion concerning Subcomponent 3.D.4.)

**Other Resources**

In addition, several programs have augmented their offerings through grants and endowments. Several of these were mentioned briefly above. (See *Extramural Funding* for a complete listing.) The College of Business obtained three significant grants to fund two distinct initiatives. The U.S. Department of Education grant, $170,000, has funded travel for faculty development, faculty research projects, and student internships abroad with a geographical focus on South America (Chile) and China. The Butler Business Accelerator grant, $22 million awarded in 2005 by the Lilly Endowment Inc., established a consulting business (Client Services) that simultaneously provides students and faculty a laboratory for learning and research and helps mature Indiana businesses grow. A $3 million supplemental grant from Lilly Endowment was recently received by the college and has been used to extend these programs.

The College of Pharmacy and Health Sciences (COPHS) obtained a $25 million grant from Lilly Endowment Inc., in 2007. This grant provided $11 million for building expansion (42,000 square feet) and renovation, $6 million in endowment for faculty equity adjustments, and $8 million for operations (62 percent for personnel costs, $300,000 for startup funds). The Lilly grant enabled the College
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Butler University has invested in new facilities to support its academic programs. The College of Pharmacy and Health Sciences acquired two large technology-mediated auditorium/classrooms, a state-of-the-art open-design research laboratory, patient care and dispensing simulation labs, and patient consultation rooms.

The College of Liberal Arts and Sciences has also been the recipient of several grants and gifts. The Richard M. Fairbanks Foundation and alumnus Frank Levinson ’75 awarded $10.3 million for supporting the sciences in LAS. These funds have been allocated for repair, replacement, and enhancement of equipment in order to make the University more competitive in attracting scientists to teach and to expand research opportunities for faculty and students. A $1 million gift from the Efroymson Family Fund provided the funds to create the Efroymson Center for Creative Writing. The center supports the mission of the M.F.A. program in Creative Writing, established in 2008.

Subcomponent 5.A.2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Evidence of how Butler University aligns budget priorities with mission is covered in some detail in the discussion supporting Subcomponent 1.A.3, which offers clear demonstration that the University does not allow elective resource allocations to adversely affect its educational purposes. Athletics provides another recent, relevant example in support of this claim. Butler’s athletics conference affiliation changed, effective fall 2012, from the Horizon League to the Atlantic 10. This move was made a year early due to some conference tournament penalties imposed by the Horizon League. However, the move also had an originally unbudgeted impact on the proposed 2012–2013 budget; as mentioned above, because of good stewardship of fiscal resources over the past decade, the University has sufficient contingency resources to ensure that educational programs and the endowment are not affected. Careful projections indicate that because of the revenue-sharing model in place in the A-10, the finances of the move will not negatively affect the budget in subsequent years.

Butler does not have a relationship with a superordinate entity, and thus there is no disbursement of funds to such.

Subcomponent 5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

Butler University has set goals in University, college, and program mission statements that are realistic in light of Butler’s organization, resources, and opportunities. The Board of Trustees re-examined and re-affirmed the mission statement and the seven commitments in 2004. The University has maintained a balanced budget since 2002. Indeed, at the last reaccreditation, Butler was required to submit an interim report on finances; the financial challenges identified during the 2003 visit were rectified, and the University budget continued to be balanced in the years following.

The discussion of the major improvements and changes at Butler University in the Introduction to this document coupled with the balanced budgets of the past 10 years speak to careful financial planning regarding resources and capacity. The specific discussion in Subcomponent 1.A.3 demonstrates how closely resources and planning are aligned with the mission and commitments of Butler University. As seen there, strategic planning and reallocation of resources have led to major improvements on the campus while supporting gradual growth in the student body (over nine percent growth from 2003 to
2012 in FTE undergraduate enrollment) without unbalanced budgets or undue endowment draw. As just one example, the idea of an M.F.A. in creative writing was a natural for a liberal-arts-based university with a history of visiting writers and a strong undergraduate creative writing major. Additionally, there was no such program at any university in the city. But the University was careful to ensure that the well-established undergraduate program would actually be enhanced by the presence of the M.F.A. students who now serve as mentors to undergraduates. The proposers created a five-year business plan with complete budgets explaining how the program was to be funded. In actuality, the program exceeded expectations and reached five-year enrollment goals early; as of fall 2012 the program enrolls 53 students (from two in fall 2008).

James M. Danko, installed as the 21st president of Butler University in 2011, has begun discussion on a new emerging vision for the University going forward. A Shared Strategic Vision is the starting point of this discussion. The Board of Trustees began discussions of these ideas at a board retreat last spring and President Danko has already held several faculty, staff, and student open meetings to invite comments, suggestions, and responses. Butler community members can also submit comments and suggestions online. The initial document has 10 potential strategic action items, all endorsed by the board and all cast with a careful eye toward mission, educational excellence, and resources. (Underlining provided for emphasis on these areas.)

1. Expand our undergraduate program at a measured pace, with more aggressive growth in graduate programs, with careful consideration of quality and demand.
2. Actively pursue an array of new degree, non-degree, and interdisciplinary programs, both on-campus and online, in areas where there is student interest, faculty interest, capability, and the opportunity for Butler to deliver distinctive and successful educational programs.
3. Increase emphasis on research to support growth and effectiveness of knowledge transfer in Butler’s undergraduate and graduate offerings. This will be done consistent with Butler’s overall mission without seeking to become a high research university.
4. Pursue innovation in program offerings, weaving experiential and online learning into Butler programs.
5. Aggressively strengthen Butler’s national (and, in selected areas, international) reputation.
6. Aggressively strengthen Butler’s reputation among, and relationships with, recruiters—across University programs, colleges, and disciplines—to improve career-placement outcomes for all Butler graduates.
7. Grow the endowment to $750 million by 2025.
8. Reduce tuition dependence from 87 percent to 75 percent by 2025.
9. Increase annual operating margins from less than one percent to five percent within the next five years by adding revenue-generating programs.
10. Update/develop Butler’s Campus Master Plan to reflect the University’s strategic direction and vision.

The campus has been charged during the 2012–2013 academic year to consider how these strategic initiatives can best become manifest in specific programs and concrete decisions.
Subcomponent 5.A.4. *The institution's staff in all areas are appropriately qualified and trained.*

Butler enjoys a highly motivated, highly qualified, and highly educated staff. (A partial listing of staff with qualifications appears [here](#)). The hiring process includes several steps that help ensure that staff arrive onboard possessing the appropriate education, skills, and experience that will help them become successful, contributing members of Butler University. First, job descriptions identify the education, skills, and experience that are required for appropriate candidates. These descriptions form the basis of advertisements that are placed in advertising vehicles which will reach a broad and deep pool of candidates. Butler particularly seeks out candidates from underrepresented groups. The hiring process for staff is detailed in the Hiring Protocol Policy and Hiring Protocol Flow Chart, copies of which can be found on the Human Resources website [here](#).

When possible, screening questions are used to filter out potential candidates who do not possess the requisites for the position. This ensures that only candidates who meet the minimum requirements for the position move forward in the hiring process. Search committee members are instructed on how to craft questions that focus on position requirements. Through the interview process, they should be able to identify the candidate that will best be able to meet those requirements.

Prior to making a job offer, references are checked to determine how well the candidate performed in previous employment. An employment offer is contingent on the results of a background check, performed by a third party, which includes verification of educational and/or professional credentials, if necessary.

Once hired, a 90-day probationary period begins, which includes formal orientation and on-boarding activities, detailed in the Staff Onboarding Policy, found [here](#). During this period, most on-the-job training occurs, as well as an overall introduction to the University and its policies. Training is overseen by the supervisor of the new staff member. At the end of the 90 days, a performance evaluation is completed and discussed with the staff member. The outcome of this 90-day performance evaluation will support either the new staff member’s continued employment or separation from the University.

In order to develop staff at the University and provide opportunities for staff to further enhance their expertise, the University offers a wide range of professional development opportunities:

- Computer skills training through Information Technology and the Center for Academic Technology on a wide variety of software and applications. (See [here](#) for a list of current offerings.)
- Essential Leadership Skills Workshop, supervisory management training through Human Resources.
- Opportunities for external professional development (paid for by the University), including training courses, conferences, topical seminars, certification activities.
- No-interest computer loan for purchasing a computer for home use.
- $10 Microsoft Suite package (PC or Mac) for home use.
- Tuition-remission for full-time staff.

These on-campus programs are often supplemented by off-campus opportunities for training, such as enhanced technology classes, workshops, or conferences.
Subcomponent 5.A.5. The institution has a well-developed process in place for budgeting and for monitoring expense.

The University has a robust process in place both for budgeting and for monitoring revenues and expenses. Butler has an organizational structure, a financial planning model, an annual budget process, and reporting and monitoring processes that demonstrate the continual development and monitoring of University revenues and expenses.

Organizational Structure
Butler has a staff devoted to budget planning and monitoring expenses. Within the Office of the Vice President of Finance and Administration, there is a full-time executive director of financial planning with four key responsibilities: forecasting future institutional revenues and expenses based upon historical trends and agreed-upon growth assumptions; assisting in the development of financial business plans for new initiatives; overseeing the annual budget development; and monitoring finances. Reporting to the executive director of financial planning is a full-time budget director with primary responsibility for annual budget development and monitoring for all administrative divisions. Reporting to the provost is a full-time academic budget director with primary responsibility for annual budget development and monitoring for all academic divisions. The controller who reports to the vice president for finance and administration has primary responsibility for financial reporting; financial controls; promulgation and enforcement of financial policies, including procurement; and oversight of purchasing, payroll, accounts payable, and student accounts.

Financial Planning Model
Butler University has developed a robust Excel-based Financial Planning Model (see samples at Five-Year Model Summary by Budget Manager, Five-Year Model Summary (Revenues), Five-Year Model Summary by Expense Type, and Five-Year Model Summary by FAS Classification) to forecast future operating revenues and expenses for five years. These forecasts serve as the basis for the annual budget preparation. The Financial Planning Model forecasts future revenues and expenses by using major revenue and expense drivers of the institution and factors into the model historical trends and agreed-upon assumptions of future growth. Examples of the major revenue and expense drivers include:

• Full-Time Undergraduate (FTUG) Tuition revenue: calculated annually using current fall census data for FTUG by cohort, historical fall-to-fall retention trends by cohort, agreed-upon goals for incoming freshman and transfer students, agreed-upon assumptions of tuition rate increases, and historical retention trends fall to spring to forecast FTUG Tuition revenue for five years.
• Room Revenue: calculated annually using current room inventory, historical occupancy trends for each academic semester, and agreed-upon assumptions of room rate increases to forecast Room revenue for five years.
• Board Revenue: calculated using historical participating trends for each academic semester based upon projected enrollment and agreed-upon assumptions of board rate increases to forecast Board revenue for five years.
• Full-Time Salaries and Wages: calculated annually to project future salary and wages based upon current salary and wages plus agreed-upon assumptions of salary and wages growth, plus known new FTE growth in faculty and staff.
• Benefits: calculated annually to project future benefits expense based upon current actual percentage of benefits to salaries and wages, plus agreed-upon assumptions of additional growth.
• Utilities: calculated annually to project future utility costs based upon current utility costs, plus agreed-upon assumptions of growth and known expansion.

The Financial Planning Model has the ability to summarize the annual budgets by:
• division, such as Academic Affairs, and subdivision or individual colleges;
• major revenue and expense drivers, such as tuition, FT Faculty/Staff Salaries, utilities; and
• function classification, such as instruction or student support.

**Annual Budget Process Summary**
The annual budget process begins when the Financial Planning Model is updated after fall census (two weeks after the start of classes in the fall semester). The President’s Cabinet (composed of the president, all the vice presidents, the provost, the former executive director of university relations (current interim executive director of marketing communications), the athletic director, and the chief of staff) reviews and finalizes all major assumptions of the Financial Planning Model each fall (enrollment, tuition/room and board rates, tuition discount, and salary rate increases). Recommendations for enrollment goals, tuition rates, room and board rates, and discount rate are then taken to the Board of Trustees for review and approval each February/March.

In an annual concurrent process in January, each division receives the Excel-based Annual Budget Workbook with the allocated revenues and expenses for the next fiscal year budget reported by major drivers at the division level from the Financial Planning Model. (As an example of such a packet, see 2012–2013 Advancement Allocation, 2012–2013 Advancement Payroll Allocation, Advancement 2012–2013 Budget Workbook–Payroll, and Performance-Based Increase Guidelines.) The workbooks are organized by department, revenue, and expense account and contain historical financial information by department and account for reference. In addition, the workbooks contain worksheets with listings of all faculty and staff by department with current salary information; the worksheets are able to factor by each faculty or staff member any raises awarded by the division head and update each department or program budget with total FT Salary and Wages. The Annual Budget Workbooks are submitted to the budget director, academic budget director, and executive director of financial planning for review. All significant variances in the Annual Budget compared to the current year budget are investigated. The President’s Cabinet reviews the consolidated summary of all of the Annual Budget Workbooks and reviews and approves additional operating budget needs based upon unallocated resources available.

As part of the Annual Budget Process, each division is also asked to submit incremental requests which represent operating expense and/or projected revenue shortfalls in the division for the upcoming budget year. (See 2012–2013 General University Incremental Requests and Academic Incremental Requests Narrative 2012–2013.) The divisions must prioritize the list of requests and support the requests with narrative and data where appropriate. A cumulative list of incremental requests is developed and reviewed by the President’s Cabinet for allocation of funding subject to availability.

In addition, the divisions submit any capital requests for their division in priority order. (See Worksheet Template 2011–2012, Final 2012–2013 Capital Recommendations, and Capital Workgroup - Final Cover Memo.) The consolidated list of capital requests is reviewed by an annual ad-hoc Capital
Budget Workgroup which includes executive, staff, faculty, and student representatives. The outcome of the annual Capital Budget Workgroup is a recommendation to the President’s Cabinet for specific capital expenditures.

The Board of Trustees, via the Finance Committee, reviews and approves the annual operating budget each May. (See the 2012–2013 Budget Proposal and 2012–2013 Capital Budget.) The Board of Trustees, via the Facilities Committee, reviews and approves the annual capital budget including specific expenditures.

Report and Monitoring
The University has developed a process for reporting and monitoring budget information. Divisions receive monthly reports on their operating budgets by department and account number, and consolidated by account. The reports reflect the Original Budget by account, Revised Budget by account, Actual Year-To-Date Activity, Prior Year-To-Date Activity, and Prior Year Actual Activity. Each fall and spring of the academic year the budget director, academic budget director, and executive director of financial planning conduct a detailed budget review of every division which includes holding a meeting with the division head to discuss questions identified during their review. The spring meeting is also used to review the Annual Budget Workbook prepared by the division. For each Board of Trustees meeting, the vice president for finance and administration reviews the annual budget status using a consolidated monthly report of revenues and expenses by division to prepare a summary report for the Finance Committee of the Board of Trustees review. (For an example of the above monitoring documents, see 2011–2012 Budget, University Advancement Compare Report July 31, 2012, Tuition and Fee Comparison, Budget Comparison July 31, 2012, Advancement Summary by Account July 31, 2012, and Advancement Summary by Department July 31, 2012.)
CORE COMPONENT 5.B.
The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

Butler University seeks to use collaborative, shared governance structures to promote sound decision-making that is supportive of Butler’s mission. Core Component 5.B focuses on the effectiveness of governance and administrative structures in promoting leadership and collaboration throughout the University. Accordingly, we begin with a description of Butler’s main administrative and governance structures.

Governance and Administrative Structures at Butler University
The Board of Trustees of Butler University has fiduciary responsibility for the institution and is charged with overall oversight of the University mission. In accordance with the bylaws, the board meets at least three times per year. The specific powers and responsibilities of the board are outlined in Article II, Section II of the Board of Trustees Bylaws. The board has 15 standing committees that help manage these responsibilities: Executive, Audit, Endowment and Investment, Trusteeship, Academic Affairs, Executive Compensation and Performance, Finance, Facilities, Student Affairs, Advancement, Marketing, Holcomb Research Institute (for monitoring the Holcomb endowment), Athletics, Enrollment, and Honorary Degrees. Each of these committees typically meets during the board meeting days and reports to the entire board. The Executive Committee also meets regularly at least once during the summer months.

Butler University has several administrative, faculty, staff, and student leadership groups with different roles and responsibilities. The administrative leadership groups include the President’s Cabinet, the Executive Council, the Provost’s Advisory Council, the Associate Deans Group, and the Position Review Committee. Faculty, staff, and student leadership groups are the Faculty Senate, Staff Assembly, and the Student Government Association, respectively.

The President’s Cabinet (formerly Butler Leadership Team) consists of the president, vice president for administration and finance, provost and vice president for academic affairs, vice president for enrollment management, vice president for student affairs, vice president for university advancement, vice president and director of athletics, former executive director of university relations (current interim executive director of marketing communications), and chief of staff and executive director of public safety. The president leads this body and meetings are held on average three times a month. Agenda items are based on senior leadership’s input to meet the strategic goals, policies, budget, and operational needs of the University to ensure a collaborative approach of leadership.

The Executive Council (formerly Senior Administrative Group) is an expanded group of the President’s Cabinet that includes the deans of the six colleges of the University and the chair and vice-chair of the Faculty Senate. The Executive Council meets at least once a month to discuss broader University strategic initiatives, policies, and budget matters in relation to operational implementation.

The Provost’s Advisory Council (PAC) consists of six academic deans, the dean of libraries, the provost, the associate provost for faculty affairs, the associate provost for student academic affairs, the executive director of e-learning, and the chair of the Faculty Senate. The PAC meets biweekly and is responsible for the oversight of academic affairs, including faculty and budgets.
The Associate Dean’s Group is a coordinating group of associate deans, associate provosts, and often the registrar. This group meets three times each month and handles many operational matters including curriculum, class scheduling, and student academic policies.

The Position Review Committee consists of the vice president for finance and administration, the provost, and the executive director of human resources. This group is responsible for reviewing all new faculty and staff positions and vacant positions proposed to be filled for recommendation to the president for review and approval.

The Faculty Senate is an elected group consisting of faculty representatives from every college; membership is proportional to the number of faculty in the college. The Faculty Senate meets biweekly during the academic year. (Prior to 2008, faculty governance was accomplished though the Faculty Assembly.) In accordance with Article II of the Faculty Senate Constitution, the faculty through the Senate is empowered with primary responsibility for decisions regarding teaching and learning, and academic and professional standards for faculty. The body has shared responsibility for other matters of institutional governance as they pertain to academic affairs, including articulation of mission, size of the student body, budget, faculty compensation, and facilities. The Senate has standing committees on Academic Affairs, Core Curriculum, University Curriculum, Faculty Affairs, and Student Affairs. The chair of the Faculty Senate represents the faculty at all Board of Trustee meetings. In addition, faculty members may serve as faculty representatives to board committees at the invitation of the board. Minutes from recent Senate meetings can be found [here](#).

The Staff Assembly includes all Butler personnel, excluding members of the faculty. Staff personnel may be employed full-time, part-time, on a nine- or 10-month schedule, or on an occasional basis. (Student employees are not considered staff.) The mission of the Butler University Staff Assembly is to enhance the work environment and to represent the interests and concerns of staff in the overall governance structure of the University. According to Article III of the Staff Assembly Bylaws, and in keeping with the Assembly’s mission, the purpose of the Assembly is to represent the staff in communication processes and to serve in an advisory role in the decision-making process of the University. The Staff Assembly Executive Committee is composed of 12 elected members: three officers, including the chair, the vice-chair, and the secretary, and nine at-large representatives. The Assembly has six standing committees: Communications, Nominations and Elections, Faculty Relations, Personal and Professional Development, Employment Affairs, and Activities and Socials. The Staff Assembly meets monthly throughout the year, and as of 2012, more than 50 staff members were actively involved by serving on the Executive Committee or one of the six standing committees. The chair of the Staff Assembly represents the Assembly at all Board of Trustees meetings and meets regularly with the president. Minutes from Staff Assembly meetings can be found [here](#).

The Student Government Association (SGA), an elected group of students, works on behalf of the entire student body to address issues relevant to student life. Students elect the Executive Board of SGA each academic year from the general student body. Minutes from SGA meetings can be found [here](#). SGA weekly meetings are open to all students, not just elected representatives. SGA committees include Operations, Finance, Programming, Public Relations, and R.E.A.C.H., a committee working to promote diversity through programming and public relations campaigns. As part of the operations committee, the Council on Presidential Affairs (CPA) works directly with Butler administration to address student concerns. The CPA meets with the president regularly.
Subcomponent 5.B.1. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Butler University has policies and procedures to engage all our campus constituencies including the Board of Trustees, administration, Faculty Senate, Staff Assembly, and the Student Government Association in governance. These structures, some mentioned above, allow for exchanges of information between constituency groups as well as meaningful input. In addition, ad-hoc committees for planning purposes include constituencies from across campus (faculty, staff, students, and administrators, as appropriate).

As the University’s governing body, the Board of Trustees adopts a variety of procedures to engage its various internal constituencies. The vice presidents (including the provost), who head all major divisions of the University, are active regular participants in meetings of the board and its committees. Additionally, the chair and vice-chair of the Faculty Senate and the Staff Assembly are invited to board meetings, as is the SGA president. The board bylaws also permit participation by faculty, staff, and student non-voting representatives on many board committees.

A review of minutes of the May 2011 meeting of the Board of Trustees provides examples of this engagement. At a plenary session, the vice president for enrollment management presented information about current enrollments, with the vice president for finance and administration providing analysis of the budgetary consequences. At a subsequent session, the former provost provided an update on the QPC (quality, potential, cost) analysis that she had led in 2009–2011. This collaborative process involved the entire academic affairs leadership team. The meeting also included reports from the chair of Staff Assembly, the chair of Faculty Senate, the president of the Alumni Association, and the president of the SGA.

The president, as chief executive officer, uses a number of formal and informal policies and procedures which permit him to seek the input of diverse University constituencies. He meets bi-weekly with the President’s Cabinet and bi-weekly (opposite weeks from Cabinet) with the Executive Council. The president meets every four to six weeks with the leadership of the Faculty Senate, Staff Assembly, and the Student Government Association. The president also meets directly with faculty, staff, and students, using a variety of venues—including one-on-one meetings, reports to Faculty Senate and Staff Assembly, faculty/staff open forums, meetings with Student Government Association’s Council on Presidential Affairs, and student office hours.

Faculty engagement in institutional governance utilizes two distinct structures: first, through the Faculty Senate and second, through the administrative structure of the academic affairs division—consisting of the six colleges and their departments and programs, all of which report to the provost. Both the Faculty Senate and the colleges’ administrative structures facilitate collaborative governance, and there are procedures in place to help coordinate between these structures. For instance, the Faculty Senate bylaws stipulate that each of the standing committees of the senate have ex-officio representation from a senior administrator from relevant areas of academic affairs, student affairs, or enrollment management. Another instance of an opportunity for collaboration occurs when the deans meet regularly with the provost.
The professional staff at Butler University have the ability to provide input through their administrative leadership and through the leadership of Staff Assembly. Issues or concerns are gathered through anonymous suggestion forms, discussed in executive committee meetings, or brought forward at monthly general Staff Assembly meetings. Before June 2012, the chair met with the president on a monthly basis to discuss issues and potential solutions. At the start of the 2012–2013 academic year, the chair meets with the vice president of finance and administration on a monthly basis to discuss staff issues, while meeting quarterly with the president.

There are several recent examples of inclusion of staff in key deliberations on campus. The chair of Staff Assembly was invited to participate on the Presidential Search Committee in 2011 to provide staff input regarding the new leadership of the University. As another example, when the labor and time policy was modified, affecting building services, grounds, housekeeping and BUPD staff, a few building services staff members came forward to the Staff Assembly chair to share frustration with the communication process of the new policy. The chair brought forward the concern to the Human Resources leadership team and a meeting was held with HR personnel, Staff Assembly leadership, and the head of the operations staff to discuss the issues and solutions. In another example, the president sought counsel from the Staff Assembly chair regarding the PDQs (Position Description Questionnaires) and Salary Survey that had been administered in 2008 to address salary equity issues. During the PDQ process, staff had the expectation that salaries below the equity line would be remedied in a multiple-year process. After some initial short-term increases were provided the first year, little communication was sent regarding the salary study and future adjustments, leaving staff feeling uninformed and underappreciated. The chair advised providing an update on the current process to diminish assumptions, ensure transparency, and create realistic expectations; the president complied with this request.

Through the Student Government Association (SGA), students have regular contact with senior administrators, a practice which allows them to articulate student needs and offer perspective on both academic and non-academic issues at Butler. A recent example of this collaboration concerns Butler’s sign language courses. The academic affairs committee of the Council on Presidential Affairs discovered that there was strong student interest in increasing the availability of American Sign Language (ASL) classes. At the time, only a single section of ASL was available. By working with the provost and administrators in the College of Communication, the committee was able to get the program expanded to serve more students.

Because many issues of planning and governance require collaboration between diverse University constituencies, it is the policy and practice of Butler to create ad-hoc committees that are designed to address particular planning tasks or operational areas, and for these committees to feature representation from across the University. As an example, the 2010 Campus Master Plan was produced by a planning committee of 22, including the president, four vice presidents, two trustees, four faculty members, and a variety of administrative personnel from different divisions and at different levels. The committee in turn sought feedback from a number of focus groups involving a total of 85 participants from across the University community. Other examples of recent ad-hoc collaborative groups include the group responsible for formulation of the Technology Master Plan, the Commission on the Sciences, and the Healthcare Commission, which has been charged with investigating affordable and flexible solutions for the campus community.
The discussion venues available regarding President Danko’s proposed strategic vision offer another example of inclusiveness and shared responsibility for the future and shape of Butler University. In fall 2012, the president sent the plan electronically to all campus constituencies, posted it on Butler’s website here and held several open meetings with faculty, staff, and students regarding his proposed goals. There is also an online form through which faculty, staff, students, alumni, parents, and other friends of the University can share their thoughts about the proposed goals.

Subcomponent 5.B.2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

The Board of Trustees of Butler University meets each year in September/October, December, and May. Additionally, it has a bi-annual retreat in late February/early March, and the Executive Committee meets once each summer. Typical agendas include review of the annual budget, review of fundraising reports, addition and deletion of academic programs, and final approval of the annual budget. The Board of Trustees is involved in reviewing large-scale planning activities (e.g., the campus master plan, the previous strategic plans, and the emerging strategic vision.) In addition, upon the recommendation of the president, the board makes the final decisions on faculty promotions and tenure. Agendas of recent board meetings can be found here.

Between its scheduled meetings, the board maintains oversight over the University’s operations. The president and the chairman of the board have a weekly scheduled phone conference, and the president sends monthly updates to the board as a whole. Additionally, the Executive Committee meets on an as-needed basis to address issues necessitating timely board action.

New board members receive training, including meetings and conversations with the board chair and the president, assignment of a board mentor, and participation in a workshop for new board members prior to the September meeting. In addition, during their first year, new board members rotate between the different board committees to get a better understanding of the board oversight functions and responsibilities.

While there are established lines of communication between the board and the rest of the University, most of these go through the president and the vice presidents, so it may be that there is not a broad and deep enough conduit for interactions between board members and the broader University community. Each Board of Trustees committee does have faculty, staff, and student representatives appointed from Faculty Senate/Staff Assembly/SGA. In addition, the Faculty Senate chair, Staff Assembly chair, and SGA president report to the full board annually. However, most faculty members have little or no interaction with the board, and board interaction with mid-level administrators and staff is limited.

The board has made a number of recent efforts to increase the level of interaction. For instance, the board hosted a luncheon with members of the Faculty Senate in fall 2010, and in spring 2012 hosted another event for newly tenured and promoted faculty. Similarly, local board members often attend functions, such as the Outstanding Student Banquet, which allows for informal interactions with students. Additionally, in March 2012 for the first time the six academic deans were invited to join the trustees for their February retreat. Recently, the board has sponsored a “college showcase” after its business meeting. The dean of the featured college gives updates and faculty from the college are also present.
Another important avenue which affords board members opportunities both to help direct the activities of the institution and to get to know it better is participation on University committees. Recent examples of board members working with faculty, staff, and administration include leadership of the presidential search committee, and participation on the campus master planning committee, the Commission on the Sciences, and the search committee for a new provost.

The Trusteeship Committee of the board seeks to assess trustee and board performance. Trustees up for renewal submit a self-assessment survey to the Trusteeship Committee. In addition, prior to a transition in the chairmanship of the board, all trustees are surveyed anonymously about aspects of board performance.

Subcomponent 5.B.3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Butler University fosters a collaborative effort for setting academic requirements, policies, and processes that includes administration, faculty, staff, and students. Changes to academic majors begin in the department or area overseeing the major, then are sent to the appropriate college curriculum committee, college, and dean for approval, and finally to the University Curriculum Committee. Depending upon the scope of the change, proposed changes are either approved subject to objections during a 30-day waiting period or sent to the Faculty Senate for approval by the faculty as a whole. (See the Guide to Curricular Authority.) See the following for examples: Faculty Senate Minutes Nov. 1, 2011 and Faculty Senate Minutes April 20, 2010.

Changes in academic requirements, policies, and processes often arise through three regular mechanisms: the annual assessment report cycle, college- or program-level accreditations, and (for programs lacking their own accreditation) academic program reviews every five to seven years. The details of these processes are addressed elsewhere in this self-study, but with respect to Subcomponent 5.B.3, it is important to note that all of these mechanisms involve significant engagement from a wide range of faculty, and that these efforts typically involve serious efforts to collect feedback from students. Occasionally, proposed changes in academic requirements, policies, or processes originate in the Provost’s Advisory Council or in an individual college.

Chaired by the associate provost for student academic affairs, the associate dean’s group has done extensive work to improve the consistency and effectiveness of academic policies and procedures across college boundaries. Examples of recent areas of work include FERPA compliance, final exam policies, procedures for new student registration, enrollment parameters, and updates to the course scheduling grid. The aim in all cases is to create overarching University policies that reflect best practices while recognizing the need for variations grounded in the legitimate differences between colleges and programs.

Faculty Senate committees also play an active role in setting academic policies and procedures. The following recent example is illustrative. When the new Core Curriculum went into effect in fall 2010, the University maintained a policy of accepting very little AP credit for courses in the Core Curriculum. This policy proved problematic for many of Butler’s best prospective and current students, and faculty and administrators from several colleges asked that the policy be reconsidered. With support of
data collected by the associate provost for faculty affairs and the associate provost for student academic
affairs, the Senate’s Core Curriculum Committee ultimately brought a resolution to the Faculty Senate
that would allow some AP credit to count toward the core’s “areas of inquiry.” This resolution passed
in spring 2012, individual academic departments and programs considered acceptable AP equivalen-
cies to core courses offered by their departments, and students at Butler now can use AP credit to
fulfill certain core requirements as recently published by the registrar here.

Sometimes collaboration between and among units at the University is hampered by a lack of unifor-
mity in business processes or lack of ready access to relevant information. As an example, the current
curricular approval processes are not as uniform as they could be across colleges and departments, and
the current procedures for documenting and approving curricular change do not take advantage of
new technologies that could facilitate better and more timely sharing of information. In 2012–2013,
this is a priority for Records and Registration (under the direction of a newly hired registrar) and the
University and Core Curriculum committees; anticipated results include a new course proposal form,
streamlined curricular processes, and procedures for new programs, certificates, and possibly online
courses.
CORE COMPONENT 5.C.

The institution engages in systematic and integrated planning.

This report has previously detailed numerous examples of systematic and integrated planning, such as the 2010 Campus Master Plan, the two most recent strategic plans, the Technology Master Plan, the Commission on the Sciences, and the Financial Planning Model. Led by the president, a wide-scale and forward-looking planning process (A Shared Strategic Vision) involving the entire Butler community is currently underway.

Subcomponent 5.C.1. The institution allocates its resources in alignment with its mission and priorities.

Butler University allocates its resources in alignment with its mission and priorities. The University’s mission is clear, articulated publicly, and as detailed in the discussion supporting Criterion One, obviously guides the institution’s operations. The resource allocation processes involve constituencies from across campus to ensure that no aspect of the mission is overlooked.

In addition to the discussion and evidence provided in Subcomponent 1.A.3, the various resource allocation processes described in detail in Core Component 5.A, (the annual budget process, incremental request process, capital budget process, position review committee, facilities and technology master plans, and the strategic plans for the University), we note again that all of these have had and continue to have broad participation from across campus including the board, the administration, students, faculty, and staff, and often alumni. The University depends upon this broad participation to ensure alignment of resources with mission and priorities.

The annual budget and incremental request processes include all division heads (vice presidents and deans). These personnel are actively involved in these processes and most involve participation of others within their division. The president and his cabinet finalize the decisions related to the annual budget, including incremental requests incorporated into the budget, and provide the recommendation to the Butler University Board of Trustees who approve the annual budget.

The capital budget process also includes all division heads. Typically, stakeholders in each of these divisions are involved in developing their top list of capital request items. The annual capital work group receives this complete list, and this ad-hoc work group is made up of representatives from vice presidents, deans, faculty, staff, and students. The workgroup submits a list of ranked items for approval to the president and his cabinet; again, the Butler University Board of Trustees provides final approval.

In the area of faculty and staff resources, all vacant positions or proposed new positions are brought forward from the requesting division to the Position Review Committee (PRC). The PRC membership includes the vice president for finance and administration, the provost, and the executive director of human resources. The recommendation to rehire for a vacant position or add a new position is supported by completing the Position Requisition and Position Review Request forms, available on the HR website or in the offices of division heads. After approval and submission by a division head, the PRC reviews the evidence presented and makes a recommendation to the President. Financial resources are then adjusted accordingly.

The Campus Master Plan, recently completed in 2010, was the product of a multi-constituency committee including board members, vice presidents, deans, faculty, staff, and students. During its development, myriad focus groups met with the consultants to provide input. The Campus Master
Plan was also presented for comment and input in several open forums across campus at various times to allow for full participation of the Butler community. The plan was then recommended for review and approval by the full Board of Trustees.

The Technology Master Plan, most recently completed in FY 2010–2011, was also the product of a multi-constituency committee including vice presidents, deans, faculty, staff, and students. This plan was presented to and approved by the Senior Administrative Group (now the Executive Council), but was not presented to the larger community or approved by the Board of Trustees. There have been several updates to the plan which are available on the IT website.

Strategic planning has taken several forms in the past 10 years. The current strategic plan *Dare to Make a Difference* was the product of a multi-constituency committee (co-chaired by the vice-chair of the Faculty Senate) which included board members, vice presidents, deans, faculty, staff, and students; its predecessor, *Dare to Lead*, which began as a white paper by then-new President Bobby Fong, was at the end also the product of multiple constituencies. Each of the plans was grounded in Butler's mission, was widely vetted, and was then recommended for review and approval by the full Board of Trustees. As mentioned several times earlier in this report, the entire campus is currently engaged in shaping a vision for the future of Butler University.

One of Butler’s priorities, expressed most succinctly in its mission statement, is to foster “inquiry among students, faculty, and staff.” Resources are dedicated specifically to this goal. To support faculty research, scholarship, and creative work, Butler established the **Butler Institute for Research and Scholarship**. In addition to providing support for grant proposals, this office facilitates internal awards to faculty for research/scholarship/creative work, travel to present at professional meetings (which is often matched by college funds), short course attendance, and instructional development. A parallel program for students involving funded student research programs, travel-to-present grants at meetings and support of thesis research, and the Undergraduate Research Conference (celebrating 25 years in April 2013) is supported by **The Center for High Achievement and Scholarly Engagement** (CHASE) which opened in 2010. The CHASE office also supports the University-wide Honors Program, which enrolls about 10 percent of the student body across all six colleges, specialized pre-health and pre-law advising programs, and recruiting and mentoring efforts for nationally competitive fellowships and scholarships.

The diverse resource allocation mechanisms at Butler University all include representation from a variety of constituencies across campus. By upholding the policy of inclusive participation, Butler is able to ensure that the mission of the highest quality liberal and professional education is maintained as resource priorities are set.

**Subcomponent 5.C.2.** The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

Butler University is actively engaged in assessment of student learning, evaluation of operations, planning, and budgeting. Several examples of using external evaluations or accreditation reports for adjusting resources can be found in the past 10 years, many of which are mentioned in the discussion in this report on Criterion Four. An **external evaluation** of the Journalism Department (now in the College of Communication, then in the College of Liberal Arts and Sciences) was part of the impetus for the
formation of our new College of Communication. An evaluation of the Dance program was part of the reason for the dissolution of the Jordan Academy of Dance. The discussion in Subcomponent 1.A.3 speaks to the alignment of resources and mission.

The University has broad participation by students, faculty, and staff in assessment of student learning, evaluation of operations, planning, and budgeting. This broad participation provides an informal means of providing linkage among these processes. Specific individuals such as the director and the associate director of institutional research and assessment serve on several of these groups.

The format for assessment of student learning has become very robust, but does not yet include a formal link to resource allocation. The annual internal and recurring external evaluation of departments and programs is not required to include reference to resource allocation, although these evaluations often do. Budget request processes do not currently require assessment results as support for new positions or resources, although most successful requests include them. While we have broad participation from the Butler community in both assessment and budgeting processes, there is no formal process for connecting these processes to one another. In addition, a few key members of the community serve on several of these groups and we rely on these individuals to serve as the links in this process rather than having specific mechanisms in place to ensure that there is adequate communication across these important functions.

Subcomponent 5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

As detailed in the discussion of Subcomponent 5.C.1, the procedures in place demonstrate that Butler’s planning processes encompass the institution as a whole and consider the perspectives of various internal constituent groups: students, faculty, and staff as well as the Board of Trustees. The students and faculty represent all six colleges at Butler University, and staff representation comes from all the administrative units across campus. Regular input is also sought from Butler alumni (via alumni surveys) and from adjacent neighborhood associations. In addition, the president of the Alumni Association sits on the Board of Trustees.

The major external constituent groups that interact formally with Butler University are the various accrediting bodies of our accredited colleges and programs and external evaluators for departments and programs. Most, if not all, of the accreditation and evaluation processes involve some level of resource assessment; any deficiencies are noted. Accreditation reports are submitted to the appropriate dean in order to address the deficiency if it is related to finances, personnel, technology, or facilities. These re-accreditation reports are used to support plans for changes in programs or colleges, including resource allocation.

For departments and programs that are not externally accredited (most of which lie within LAS), Butler utilizes a process of external program review. This process was detailed in the discussion of Criterion Four. The results of program reviews are used by academic affairs administrators to plan for the future and to evaluate allocation of resources.

The regularity with which programs are reviewed (either for accreditation or via the program review process) ensures that systematic planning occurs at the administrative level with broad input from the internal community. In addition, the requirements of the review processes ensure that external “eyes” are cast on each program and factor into planning for the future as well.
Perhaps the most important academic personnel decisions focus on the addition of tenure-line faculty, as that affects the budget on a more-or-less permanent basis. A thorough program review or accreditation process can be used to support such a request. In general, tenure-line positions are not automatically replaced when a faculty member retires, but must go through the re-approval and justification process. Non-tenure-line faculty appointments are not required to go through the entire process. Deans consult regularly with department/program chairs on short-term personnel needs and approach the provost for annual approval. Other personnel needs, such as budgeting for sabbatical or FMLA leaves, are typically funded by the department. There is no University budget devoted to supporting sabbatical or leave replacement, a significant deficit.

Decisions surrounding increasing enrollment typically affect departments or programs in several ways, particularly since some departments/programs have room for growth and others do not. Many times, increases in enrollments in some departments or programs have an impact on other departments, so these factors must also be considered. Finally, the operating budget of an academic unit is affected by enrollment fluctuations. While departments which may be affected are generally consulted about planned enrollment changes, there is no formal process for input from these groups.

Requests involving evaluation and renewal of facilities as well as general maintenance are handled by the provost or senior-level administration. Changes in pedagogy sometimes run ahead of changes in facilities and the facilities/classrooms/technology needed to respond to new pedagogies are not always funded in a timely manner. Many colleges and departments have gift funds that they can use to purchase or acquire specific pieces of equipment. In LAS, growth of a particular department or activity has not always been planned, but is a response to growth (particularly in the professional colleges) or enrollment needs from year to year. In addition, auxiliary services (the library resources or soft spaces) and personnel may be reviewed, but they are not always strategically defined or identified.

Subcomponent 5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

The annual budgeting process described in Subcomponent 5.A.5 is a well-developed process that allows the institution to project financial resources based upon its primary operational revenue drivers and allocate resources accordingly. The Financial Planning Model, discussed earlier, is sufficiently robust to account for the effect that revenue fluctuations may have.

Annual tuition revenues are built upon conservative projections of enrollments based upon historical trends. New-enrollment projections are obviously somewhat speculative; however, the projections are based on a combination of what the University has actually been able to attain historically and assessment of demographic trends, expected application levels, acceptance rates, and yield rates. Estimates of student continuing enrollment are based upon a three-year moving average of the retention of students by cohort year. Retention between fall and spring semesters is also factored conservatively based upon historical trends. Once the enrollment goals are set, enrollment deposits are monitored carefully through the spring and summer leading up to fall census for any indicators of significant variance positive or negative to the budget.

Annual room and board revenues are also projected conservatively based upon projected enrollment and historical occupancy and board participation trends. Once the budgeted revenues are set, they are
also monitored through the year for any indicators of significant positive or negative variance. The vice president of finance and administration presents this information as part of his budget review to the board at each meeting. Favorable or unfavorable variances are charged to the annual budget contingency.

Income from endowment funds is calculated each spring for the following fiscal year based upon a 12-quarter moving average of the endowment using the Dec. 31 average and the previous 11 quarters. The 12-quarter moving average methodology reduces the volatility from year-to-year, and the early calculation of this provides sufficient opportunity to make appropriate adjustments to resource allocations. The annual endowment spending is reviewed and approved by the Board of Trustees annually via the Endowment and Investment Committee.

The University typically builds into its annual budget a contingency of $1 million to $1.3 million of unallocated resources as a hedge for unanticipated negative variances. Allocations of the contingency during the year are recommended by the vice president for finance and administration with review from the president and Board of Trustees via the Finance Committee.

The University also makes appropriate resource allocation adjustments for favorable variances in revenue streams that warrant adjustment. For example, several times in recent years our actual enrollment has significantly exceeded our projected and budgeted-for enrollment. This favorable enrollment was identified early via indicators being monitored through the spring and summer leading up to the fall semester: applications, enrollment deposits, students attending early registrations, and housing contracts. In these instances, a New Student Task Force was convened, and consisted of members from critical areas (academic affairs, residence life, facilities, safety, and registration and records). This Task Force, led by the vice president of student affairs, identified additional resources needed to accommodate the additional enrollment, both operational and capital in order to ensure a quality educational experience for the larger class. The additional resources recommendations were reviewed and approved by the president and vice president for finance and administration.

The Division of Academic Affairs also monitors enrollments and registrations to make sure there are appropriate class offerings for majors and sufficient sections to meet the enrollment demand. The Provost’s Office ensures that the registrar and the deans coordinate staffing. Because of this monitoring, new sections can be added in a timely manner if the need arises. In particular, the Associate Provost of Faculty Affairs ensures appropriate Core Curriculum courses for incoming student enrollments.

Although Butler is not a state-supported institution, a number of Butler students receive state-funded financial aid. State of Indiana higher education financial aid support to Butler students dropped from over $3.5 million in 2008 to an average of $2.3 million over the past three years. (FTE undergraduate student enrollment grew by almost 200 over the same time period.) Butler responded to the precipitous drop by using contingency funds to close most of the gap for our continuing students. From 2008 to 2011 Butler funds allotted to student financial aid increased by over $4 million. The University is well aware of the current economic climate and the soaring cost of higher education and has ensured that tuition rate hikes have remained relatively modest. Tuition rate increase percentages for the past four years have been 3.5 percent, 4.5 percent, 4.6 percent, and 3.75 percent.
Subcomponent 5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Butler University’s planning takes emerging factors into account as evidenced by our master planning processes, including those resulting in strategic planning documents, the Technology Master Plan, the Campus Master Plan, and the current Shared Strategic Vision document. The current strategic plan is being reviewed to be more embracive of the future opportunities and challenges in higher education. The president’s proposed 10-point plan, outlined above, clearly reflects sensitivity to and understanding of emerging pressures on higher education while keeping Butler’s mission firmly in the forefront. It also recognizes that unexpected and dramatic changes may also occur in the higher education landscape and it is flexible enough to respond. This Shared Strategic Vision is currently undergoing “pressure testing” across campus involving public town-hall style meetings, evaluation by leadership groups, as well as input by individuals from across campus. Final decisions are expected by spring 2013.

The University’s Technology Master Plan, referred to earlier, is a living document and has undergone several updates. Many departments and programs that have external accreditation or certification also include planning for emerging factors including local, national, and global needs in their accreditation self-studies.

In light of the re-visioning of Dare to Make a Difference, the 2010 Campus Master Plan will almost surely be revised. Discussions are underway with various constituencies, including the local neighborhood and the city. Official updates to the Campus Master Plan await the final approval of A Shared Strategic Vision, likely in spring 2013.
CORE COMPONENT 5.D.

The institution works systematically to improve its performance.

All areas of Butler University work systematically to improve performance. Operations across campus are routinely evaluated and assessed, evaluations are documented, and we learn from our experiences to be the most effective institution for liberal arts and professional education that we can be. Regular review of academic departments and programs already has been mentioned in the discussion in support of Criterion Four. The Department of Athletics undergoes regular review and reaccreditation by the NCAA, most recently in 2011. The Office of Counseling and Consultation Services was reaccredited in 2011 as well.

All academic and non-academic units in the University complete annual assessment templates. For academic units, these templates focus on the assessment of student learning objectives and for administrative units, the focus is on annual program objectives. The University Assessment Committees review each of these, respond to the units regarding measures of effectiveness, and give suggestions for improvement.

Many administrative or co-curricular units undergo regular external review as well. For example, in 2009–2010, the organizational structure of the development portion of the Office of Advancement was reviewed by a committee consisting of upper-level administrators and Board of Trustees members and co-chaired by a local businessman. That review concluded that the current hybrid development model was appropriate for an institution such as Butler.


Butler University has several methods of performance evaluation. As stated in Subcomponent 5.A.1, Butler is audited annually which provides an overall assessment of the fiscal health of the University. Academic, administrative, and other non-academic units undergo annual assessment, including the Core Curriculum. Academic units undergo a program review every five to seven years. In addition, professional colleges and some departments have specialized accreditation from outside organizations. All faculty and staff members also undergo annual performance evaluation. This is in addition to the tenure and promotion review process criteria for faculty members.

Annual Assessment

Butler University has a routine of annual assessment for all academic and administrative groups on campus. Since the last accreditation visit, we have streamlined and coordinated assessment reports throughout the University by creating a new format and setting common dates (Oct. 1 for academic units, Aug. 15 for administrative units) for submission. The Office of Institutional Research and Assessment has developed workshops on developing student learning outcomes (SLO) for academic units, methodologies for assessing SLOs, and appropriate criteria for evaluation to guide departments in the assessment process. Similar workshops for administrative units have focused on the development of annual performance objectives (APO) and methods of assessing them. The Office of Institutional Research and Assessment currently is working on a new format for reporting academic assessment activities so that it will better reflect how departments/programs are using assessment data for program improvement.
After the interim NCA/HLC report on assessment was submitted in 2006, the large assessment committee encompassing both academic and administrative programs was separated into two committees. New feedback forms were developed in 2009–2010 to ensure that the comments of the assessment committees in response to assessment reports from individual units are reported back in a consistent, useful, and timely manner. The Office of Institutional Research and Assessment also meets individually with all academic and administrative units to discuss the reports and feedback so that departments are able to utilize assessment data for program improvement. More detailed information on assessment, particularly as it relates to teaching and learning, is in the discussion in support of Criterion Four.

For the non-academic units, the Annual Performance Objectives are set by each unit. All of the performance outcomes are evaluated on a three-year cycle. The reports from non-academic units are not as uniformly consistent as those from the academic units and it is not as clear if the assessments are providing meaningful insights for improvement for the functions of the non-academic units. The Administrative Assessment committee is aware of this and seeking strategies to assist some units in continuous improvement methodology.

Nonetheless, some interesting examples of robust assessment in administrative units exist. (Details can be found on the relevant Administrative Assessment Reports.) Health Education and Outreach Programs, a unit within Student Affairs, has a goal to provide educational programming to prevent sexual assault and relationship violence. In 2010–2011 the unit devised an APO to raise awareness of alcohol-related sexual assault through a video and discussion program in each residence hall during Sexual Assault Awareness Week. In the follow-up survey, 64 percent (n=90) of participants responded that their level of awareness of ways to prevent such violence was “increased” or “significantly increased.” The unit was pleased with both the turnout and the survey results and will continue this format in the future.

One of the goals of the Office of Internship and Career Services (ICS), a unit within Student Academic Affairs, is to provide career preparation events and workshops. In 2010–2011, ICS used an online survey directed to student participants in a workshop on résumé critique. While 90 percent of the respondents felt that the workshop had improved their skills, a number indicated a need for a “how to” résumé session prior to a résumé critique session. As a result, ICS has added an additional session teaching students how to build a winning résumé.

Finally, the Center for Faith and Vocation (CFV) has set a goal of exploring the feasibility of offering vocational discernment programs to people beyond the Butler community. In 2011, the CFV partnered with a faculty member and her class on non-profit organizations to conduct market research on this topic. The results of the research indicate that community folks who are aware of some CFV programs are often not aware of the vocational discernment work done with students by the center. Now, the CFV is committed to producing at least one annual vocations-specific event to reach a non-student audience. Examples of recent events include collaboration with the College of Education in its TEACH summer institute and collaboration with the University Honors program (which was offering an honors course on the application of the death penalty in the United States) to bring Sister Helen Prejean to campus to tell her story of being called to serve those affected by capital punishment. A pilot event supporting this goal was the CFV-sponsored “Evening with Brad Stevens.” Stevens, who coaches the Butler men’s basketball team, has a compelling personal story of answering the call to a life of purpose. The event drew over 1,300 people to Clowes Memorial Hall.
Program Reviews
Academic departments undergo routine program reviews as detailed in Criterion Four.

Specialized Accreditations
The College of Business, the Chemistry Department, the Departments of Dance, Music, and Theatre, the College of Education, and the College of Pharmacy and Health Sciences (both programs) all are currently accredited by appropriate external bodies. The Department of Athletics was recently reaccredited by the National Collegiate Athletics Association. Details of these accreditations were discussed in Criterion Three and Four.

Annual Performance Evaluations
In each of the colleges, individual faculty members are evaluated annually for their performance in teaching, scholarship, and service. While there is a consistent basic process and form across the University, the Faculty Activity Report (available here), how each of these areas is evaluated and weighted can vary by college or even department. The faculty member completes the annual Faculty Activity Report in January and submits it to the appropriate dean or department/program chair. The supervisor prepares a brief report that is signed by the faculty member (a signature does not imply agreement with the report). The dean then reviews the report and the Faculty Activity Report and makes a salary recommendation based on this performance evaluation. The Faculty Activity Report also contains a section on goals for the coming year and discussion of those goals with the department or program chair is part of the process.

For staff members, supervisors are offered some training in performance management, and the evaluation process is detailed on the Human Resources website here. The staff member prepares a self-evaluation, including goals for the coming year, and provides evidence of accomplishments. The supervisor reviews the self-evaluation and prepares the performance management report; a salary recommendation is included. Staff positions and responsibilities vary greatly across campus, and thus the evaluation forms for individuals can be very different even though they come from the same template.

Subcomponent 5.D.2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Modeling the practice of continual learning and improvement as befits an institution of higher education, Butler University learns from its experiences and applies that learning to improve all aspects of programs and University functions. The activities of several large administrative units as well as some small academic departments demonstrate how Butler has leveraged key learning to improve institutional effectiveness, capabilities, and sustainability. In addition, Butler has redeployed resources to implement improvements. Some examples have been detailed earlier in this report; some additional examples follow, which highlight not only positive improvements in using assessment, but also areas with room for improvement.

A significant part of Butler’s annual budget is devoted to the Office of Admission under the vice president of enrollment management. In a recent assessment report, the need for a stronger prospect pool was identified. Funds were reallocated to purchase prospect lists and hire third parties (Royall & Co., Neuger Communications) to assist with communication and marketing. However, performance metrics for the third parties and effectiveness of the expenditures have not been specifically identified
in assessment reports for subsequent years. While it is true that the number of applications and the academic preparation of the incoming class have continued to rise, assessment reports from the Office of Admission have not tied this result to these expenditures. In 2007, a need for a communications coordinator for the office was identified and the position was filled. However, there was no supporting assessment data for departmental operations either before or after the hire. It is clear that the Office of Admission is implementing change in order to meet the needs of the University, but documenting the effectiveness of these changes needs to be more systematized.

Given the recent high profile of Butler University’s Division I Athletics program and well-publicized problems in college athletic programs around the country, evaluation of this program is of paramount importance. Butler is justifiably proud of its spotless record in athletic compliance. Butler’s athletic programs were re-certified without conditions in 2011 by the NCAA. Prior to that, the unit submitted assessment reports in 2009–2011. In 2009 the travel and team equipment budgets were increased. However, there was no follow-up in 2010 or 2011 to see if this increase met the intended goal. In the 2009 and 2010 annual reports, the fiscal responsibility portion was listed as “in the black.” In 2011 there was more detail explaining that Athletics had generated $4.7 million in ticket sales, marketing, and NCAA revenue and had a 95 percent increase in total donor support. This is the only academic or administrative unit with a “fiscal responsibility” portion in the annual assessment, which is commendable and speaks to sustainability for Athletics. Collection of data to support the changes and improvements made, however, would bolster Athletics’ annual reports.

Since 1995, Butler University’s Facilities Division annually has received an automatic $100,000 withdrawal from the capital request budget to address barrier removal as described within the Americans with Disabilities Act (ADA). This budget is administered by the Facilities Division in consultation with Student Disability Services. The budgetary expense is for barrier removal only (interior and exterior access, restroom and classroom modifications, ADA safety measures, or the installation of assistive listening devices when needed as part of a remodel or new construction); it does not impact the operating budget of SDS.

The Office of Student Disability Services (SDS) submitted annual assessment reports for every year that data was collected. Statements about how the ADA capital funds were expended can be found in the 2005, 2007, 2008, and 2009 Assessment Reports. In addition, a part-time adaptive technologist was hired in 2008 and the fact that this position has remained indicates the necessity of the position. The departmental goals changed in 2010 and 2011 so that there was no longer any need for commentary as to ADA capital expenses, or any resource issue. As in all the assessment reports, it would be helpful to include some commentary about effectiveness of expenditures in future assessment reports. In the case of SDS, evaluation of ADA expenditures would be especially helpful as we know these expenditures have direct impact on students. Since SDS does not administer the ADA budget and often is unaware of the final decisions that have been made as to the expenditures, SDS is not necessarily the department that should be including this information in assessment documents, but it should be documented somewhere.

In recent Department of Chemistry program reviews, poor facilities were cited extensively. As reported in the 2011–2012 department review and the American Chemical Society reaccreditation report, the expenditure of $2 million to renovate the teaching laboratories addressed key needs of the department as well as provided a safer environment for students and faculty. In summer 2011, the organic
chemistry laboratories were equipped with ductless hoods and new benches and the general chemistry laboratories were equipped with new benches and mediated. In 2010, space in the Holcomb Building was renovated to provide a laboratory for teaching Core Curriculum chemistry classes, alleviating some pressure on existing lab space in Gallahue Hall. Evaluation results to assess the effectiveness of these changes are currently being collected.

Overall, there is evidence of changes made to improve performance in areas of focus for the University during the past decade. Butler University has demonstrated that our resources, structures, and processes are sufficient to fulfill our mission. We have shown that we have the will, the means, the structures, and the personnel in place to improve the quality of our educational offerings. Butler has planning processes in place which are tied to our mission and commitments and that will be responsive to future challenges and opportunities.

Opportunities for Improvement

- Since the University’s last reaccreditation in 2003, Butler has considerably improved its financial situation. After a period of deficit spending, the University has managed to run surpluses for the last decade while supporting its mission through investments in its faculty, staff, students, and facilities. Nonetheless, the administration and the Board of Trustees recognize that Butler’s effectiveness in pursuing its mission will be enhanced by further strengthening its financial base. Accordingly, the president and board have proposed a number of financial goals, including growing the endowment to $750 million by 2025, reducing tuition dependence, and increasing operating margins, which will enable the University to make investments in its people, its programs, and its facilities.

- The Board of Trustees, Faculty Senate, and Staff Assembly all have bylaws, meeting agendas, and minutes. SGA always keeps meeting minutes. The other leadership groups (Provost’s Advisory Council, President’s Cabinet, Executive Council, and Council for Presidential Affairs) do not have bylaws, nor would this be appropriate. However, meeting minutes should be taken and archived to show what decisions have been made, who is in charge of implementing these decisions, and appropriately demonstrate that the appropriate constituencies are consulted and informed. To the extent possible, these records should be available to the University community.

- Faculty research, scholarship, and creative activity are central to Butler’s mission and to the attempt to improve its profile and the educational quality. The University has not systematically evaluated its effectiveness in fostering and supporting such activity. The University should review its support of research and consider how it might more effectively advance this aspect of Butler’s mission. In light of the proposed strategic action item relating to increasing research, it is clear that this will be a priority in the future. The newly hired director of sponsored programs will be the natural officer to conduct such a review.

- For non-academic and support area program assessment, units should be asked to identify and support operational barriers/constraints negatively affecting student learning. “Operational” includes financial, personnel, facility, or technology resources.

- For academic program assessment, units should be asked to respond to an annual resourcing evaluation in addition to SLOs.
• For external evaluation of a department or program, the resources required to support the program should be identified and an evaluation of the financial, personnel, facility, and technology assets and limitations should be performed.

• Formal linkages between all kinds of assessment results (annual, program reviews, specialized accreditations, etc.) and the budgeting process would assist the University in more systematically “closing the loop” in the assessment process.

• Changes in pedagogy, facilities needs for today’s changing pedagogy, auxiliary services, and personnel needs should be more quantitatively reviewed and identified in assessment reports. Additionally, the associated costs of these changes need to be more clearly identified and expressed to senior-level administration.

• Butler needs to ensure that non-academic units are consistent in the annual evaluations and that changes made in previous years are evaluated and improvements are documented with sufficient evidence.

• The University should seek to improve the quality and transparency of its collaborations by adopting uniform business processes and improving technological support.