

2015 Documentation Reporting Form: Carnegie Community Engagement Classification (First-time applicants)

3. Applicant's Contact Information

Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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5. I. Foundational Indicators

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

Quote the mission or vision:

Butler University's commitment to community engagement resonates eloquently and profoundly and across its one hundred and fifty-nine-year history. Founded in 1855 by attorney and abolitionist Ovid Butler, its charter proclaimed a "non-sectarian institution free of the taint of slavery offering instruction in every branch of liberal and professional education"—a vision which translated into the admission of women and persons of color on an equal basis and the first endowed chair in the United States for a female professor.

These earliest acts of engagement inform the current trajectory of our university as we strive to enlarge the definition of a university as a laboratory of learning for scholars, students, and the communities that lie beyond our campus.

Butler's commitment to community engagement has deepened in the last two decades under the leadership of presidents Geoff Bannister, Gwen Fountain, and Bobby Fong. Their legacy to the university includes the creation of the Indiana Campus Compact, a consortium of private and public institutions that promote excellence in teaching, scholarship, and community networks, and a dedicated office of community engagement, Butler University's Center for Citizenship and Community, established in 1996.

Butler University's commitment to civic engagement lies at the heart of our 2009–2014 strategic plan, "Dare to Make a Difference," in language that states: "Butler University prepares a graduate not simply to make a living but to make a life of purpose, in which individual flourishing is intertwined with the welfare of others."

In 2010, under the leadership of Butler's 21st President James Danko, the university has reaffirmed and strengthened its commitment to community engagement and its future through a campus-wide visioning process that involved students, faculty, staff, alumni, and trustees. In 2013, the Board of Trustees approved a final articulation of the vision statement and strategic platforms:

"Imagine Butler University in 2020:

Butler University will be an innovative leader in the creation and delivery of transformative, student-centered learning experiences that prepare graduates to make a meaningful impact in the world.

Explore the path to prominence:

Distinguish Butler among peer and aspirant universities by creating innovative academic programs while strengthening our commitment to community engagement, experiential learning, and international education.

Exemplify excellence in the liberal arts, professional education, and their effective integration.

Attract, develop, and retain faculty who combine a high-quality, engaged teaching approach with scholarly inquiry and multidisciplinary collaboration.

Enrich the Butler community by promoting diversity and preparing graduates to succeed in a multicultural workforce and global society.

Inspire alumni, friends, and the community to support the University, leading to enhanced resources and endowment.

Advance our educational mission through superior campus amenities, dynamic co-curricular offerings, and exceptional administrative support."

This legacy of inclusion and commitment to community engagement and action carry a concomitant responsibility—one that has translated into a dynamic vision of a contemporary urban university that strives to engage students, faculty and the community and to imagine and achieve through a recognition that learning is the most powerful tool for connecting our shared aspirations with the public good.

6. I. Foundational Indicators

2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement:

Butler celebrates curricular engagement with an annual Faculty and Community Banquet that brings community partners together with faculty, staff, students, and senior administrators including the president and provost. The event program recognizes the reciprocally valuable academic outcomes achieved through collaboration between Butler and community partners.

In recognition of the faculty's contributions to the university's mission, Butler confers teaching, research, and service awards. Per the guidelines for these awards: "The University Award for Distinguished Faculty Service and Leadership is the highest accolade honoring a faculty member whose work has improved the University or the wider community through professional service." Community service and engagement are also included in the evaluation criteria for the Distinguished Teaching award, further demonstrating the significance the university attaches to the utility and impact of great teaching on civic life.

The Center for Citizenship and Community recognizes faculty leaders in community engagement through its Indianapolis Community Requirement Faculty Fellows program. The Fellows are selected through an application process that identifies active practitioners who have significant experience with service-learning and/or civic-engagement. Fellows mentor faculty new to community engagement.

Individual colleges and academic departments recognize faculty and student contributions in the area of community engagement in teaching, research and scholarship including the College of Liberal Arts and Sciences Outstanding Faculty Award for Service, the Department of Political Science Dale Hathaway Social Action Scholarship (given annually to a student who demonstrates commitment to peace and social justice), and the Department of English Grace Farrell Award (given annually to a student devoted to political engagement and social activism).

Students and student organizations share in the university-wide recognition of accomplishments and community outreach with the annual Lamp of Wisdom Awards honoring exceptional service in the community that demonstrates an impact on members, campus and community, as well as student Volunteer of the Year awards. The "Lamp of Wisdom" Organizational Service Award was created by former President Robinson in 1962 to recognize the student organization that has made the greatest contribution to Butler University and the surrounding community in an academic year. A committee of faculty and staff members reviews the applications to select the recipient based on the contributions the organization has made to Butler and the community over the past year. In addition, the Butler's Efroymson Center for Diversity acknowledges student service contributions with an annual recognition event. Butler Athletics recognizes student athletes through its yearly Shining Star Award which focuses on scholarship, teamwork, and community service.

7. I. Foundational Indicators

3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?

Yes

Describe the mechanisms for systematic assessment:

Butler employs both vigorous and systematic assessment mechanisms to gauge and respond to community perceptions of the institution surrounding engagement.

Historically, this work was accomplished through a series of constituency gatherings convened by the director of Butler University's Center for Citizenship and Community (CCC). The director of the CCC participated in the President's Cabinet—a group that brought together senior faculty and staff leaders from across campus—and was responsible for oversight of all community engagement activities in support of the university's mission.

Neighborhood Connect and Butler-University-Butler-Tarkington Operational Team (the university is located within the Butler-Tarkington neighborhood) brought together university administrators with neighborhood residents and city officials to share information, initiate and strengthen connectivity, and address overall issues of concern. In tandem with these partnerships, The CCC Advisory Board convenes university faculty and staff, neighborhood representatives, and directors and staff from a range of social service agencies and community-based programs that partner with the university.

With recent restructuring under President Danko, listening to community and the collection of community perceptions has been charged to the president's chief of staff Benjamin Hunter. This delegation of duty is particularly appropriate given that Mr. Hunter is also a City-County Councilor in Indianapolis and served on a number of the earlier data gathering groups (BBOT, Neighborhood Connect, and the Center for Citizenship and Community Advisory Board) when he served as a Community Relations Officer with the Indianapolis-Marion County Police Department.

Under Mr. Hunter's leadership, Butler now convenes a breakfast meeting with area stakeholders and representatives from organizations such as: Meridian-Kessler Neighborhood Association, Butler-Tarkington Neighborhood Association, The Martin Luther King Community Center, Crown Hill Cemetery, Christian Theological Seminary, Citizens Energy Group, the Indianapolis Art Center, the Indianapolis Department of Metropolitan Development, the Indianapolis-Marion County City County Council, the Indianapolis Metropolitan Planning Organization, and Midtown, an initiative devoted to the development of Midtown Indianapolis; as well as local residents. A subgroup of these individuals has been pursuing focused planning related to the development of an Anchor Institution Task force. This group conducted a site visit to the Notre Dame campus to better understand the history and outcomes of work in the South Bend community, and continues to meet to consult on a range of proposed university and community projects.

The CCC continues to meet with community constituents and to catalyze relationships among faculty, staff, students, and community partners. The Butler Community Fair is designed to bring potential and existing community partners together with faculty for dialog and to explore the development of new Indianapolis Community Requirement course partnerships.

Other offices regularly assess community perceptions of their community engagement. Clowes Memorial Hall, for example, uses survey tools to collect perceptions of classroom teachers about how well K-12 educational programming has met their needs and to plan upcoming events. Similarly, focus groups are used to debrief about master classes and community programming around, for example, the visit of the Martha Graham Dance Company or to assess use of new technologies related to audiences with hearing impairment.

3.b. Does the institution aggregate and use all of its assessment data related to community engagement?

Yes

Describe how the data is used:

Butler University's Office of Institutional Research and Assessment, as well as the Center for Citizenship and Community are engaged in supporting the university's community engagement initiatives with the aggregation of data from faculty activities, scholarly endeavors, measurements of participation in service learning, community activity, student growth measurements, and alumni surveys. Data analysis is primarily used in relation to ongoing and anticipated programming, curricular matters, faculty and student support, as well as a marketing component aimed at creating powerful narratives that tell Butler's community engagement story. Some of the varied instruments used in data gathering and analysis include the CIRP, First Year Survey, NSSE, IDEA, FAR, and alumni survey, in addition to a range of tailored narrative accounts collected and distributed at the individual program level.

The university recognizes that with such an incredibly robust portfolio of community engagement activities and opportunities that more penetrating and sophisticated assessment instruments must keep pace. Our 2013 North Central Association accreditation report confirmed our own self-study by noting:

"Butler University continues to make progress in implementing a more unified, cross university approach to program level assessment including a university assessment committee and annual assessment reports....While Butler University has made considerable progress in their use of assessment and student outcome data at the program and core curriculum levels, much work remains to be done."

In support of Butler's Office of Institutional Research and Assessment, the university is currently searching for an Executive Director of Institutional Effectiveness to lead institutional assessment efforts. Our search for new leadership in this area is a measure of the seriousness of purpose behind resource allocation and the knowledge that data is one of the most essential paths in connecting learning with community practice.

8. I. Foundational Indicators

4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

Yes

Describe the materials that emphasize community engagement:

Community engagement figures prominently in Butler's messaging to the larger community. The university website landing page displays banner language highlighting "Every Butler student participates in a community-engaged learning course," and is deepened by images of faculty and students in the community. This language directly references the Indianapolis Community Requirement of our core curriculum. This banner language introduces links to other web pages, as well as social media outreach that provide further details and descriptions of community engagement efforts and student and community voices. The Center for Citizenship and Community website features dedicated pages detailing the variety of student and faculty involvement in the community across the disciplines and across community activities. Individual programs have similarly dedicated pages and blogs aimed at shining a light on their community partners. A particularly notable example comes from Butler's partnership with local Shortridge High School and Middle School and our Writing in the Schools program, a Jefferson Award-winning outreach that publishes a print and electronic magazine composed by middle and high school writers.

Butler's Admissions office strives to distinguish the opportunities for community engagement to prospective students and families in its marketing materials and presentations. Colleges and departments highlight internship and service opportunities in the community to further expand student perceptions, participation, and contributions on their dedicated webpages, blogs, and print materials.

Under the leadership of Matt Mindrum, Vice President for Marketing, service has been defined as one of four pillars within the current marketing plan of the university (the other three, Impact, Discovery, and Family, also align with community engagement efforts). Language that appears on Butler's website, for example, is connected to a new television campaign related to our participation in the Big East conference and states:

"Service learning is about extending classrooms into local communities to learn about yourself and your relationship to others through service. Through Butler's core curriculum, every student participates in a community-engaged learning course. Pharmacy students gain practical experience and learn about human dignity and humility by providing patient counseling to the medically underserved, while students in Jordan College of the Arts explore their identity as artists while they teach the arts to thousands of young people in Indianapolis. These powerful experiences, along with many others, inspire students to discover meaning and continue giving back to their community on a regular basis--while at Butler and after graduation."

A nested set of web pages titled "Butler in the Community" tells the story of the wide range of community-engagement efforts of the university. These pages capture curricular and co-curricular service, university programs that serve community audiences, and reciprocally beneficial partnerships developed between colleges and university centers with the broader communities.

The Winter 2014 issue of Butler Magazine carries the title "Service as a Way of Life" and relates, according to the introduction from president James Danko, "Inspiring stories of Butler students, faculty, and alumni engaging with their communities through Butler's co-curricular service opportunities fill this issue." Articles related to community outreach and curricular service have appeared in previous issues.

9. I. Foundational Indicators

5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:

President James Danko has provided leadership in the conversation across campus regarding the centrality of service and community engagement as essential components of Butler’s identity and academic mission. Service and engagement have been featured in public presentations such as his annual state of the university addresses, his remarks to students at the convocation welcoming new students, at graduation, and in meetings across campus. The recent Butler Magazine carries “A Message from the President” that outlines Butler’s commitment to community engagement. President Danko’s leadership on service and engagement has resulted in the inclusion of service and community engagement as an essential emphasis in the current strategic planning process and this emphasis has been affirmed through the involvement of Butler trustees, faculty, staff, students, and alumni as the planning process has moved forward. President Danko addresses major regional public policy and educational issues in print, in speeches to community leaders, and educational forums—thereby modeling civic engagement and reiterating the guiding elements of Butler’s broader educational and participatory engagements in communities beyond our campus.

Provost Kathryn Morris regularly highlights community engagement in university ceremonies, for example, memorializing the community-engagement accomplishments of each graduating class during both winter and spring commencement ceremonies. Dr. Morris also promotes the role of community engagement through faculty development activities, including the Fall Faculty Workshop—an event that welcomes faculty before the start of the school year and involves them in a series of faculty development activities and ongoing faculty development workshops surrounding teaching and learning. Provost Morris is instrumental in guiding the university and its mission, including the allocation of resources, to fulfill the community-building legacy that Butler embraces. The number of approved ICR courses, for example, increased by 68% during her tenure as provost. Charged with reviewing faculty activity reports and tenure and promotion dossiers and the specific ways in which the faculty engage in the application of teaching and learning within the broader community, her leadership has advanced the idea and practice of engagement as an integral and innovative part of the learning process.

Benjamin Hunter, the president’s chief of staff, who was a student founder of Indiana Campus Compact in 1993, also plays a prominent public role in promoting community engagement at Butler. Mr. Hunter has worked broadly with community partners to hold a series of forums that solicit community input to university operations. In his leadership capacity, Mr. Hunter has also met with partners from local neighborhood associations, not-for profits, and community development groups to build an anchor institution task force and to accomplish long-range planning in relation to university-community relations, explore models for joint partnership, and to ensure that collaborative planning takes place with regard to neighborhood-building action, streetscape, parking, and other issues that involve university and community.

10. I. Foundational Indicators

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure:

Butler University's Center for Citizenship and Community (CCC), established in 1996, is charged with providing campus leadership for developing and maintaining effective and sustainable service-learning and civic-engagement initiatives within the curricular and academic culture of Butler University. The CCC's mission recognizes the need for local coordination of the university's extensive and complex community engagement programming. The CCC facilitates and coordinates efforts through convening the "University Service Committee" that is constituted of directors from colleges and programs across campus who are involved in community engagement efforts. This committee emerged from recommendations made by the president's "Experiential Education Work Group" in 2003 that recognized the need to better coordinate programs across campus and to collaborate to resolve common issues and to strive toward a broader coherency in community engagement efforts. At its heart, the Center is the prime initiator of sustained and emerging community partnerships, and assumes the leading advocacy role for the profound and often life-changing experiences that bind us together as educators, students, and citizens.

The Center for Citizenship and Community coordinates the campus-wide Indianapolis Community Requirement (ICR) of our core curriculum—a community engagement requirement that involves all Butler students in academic work with civic-learning outcomes. The Center coordinates the assessment of curricular service activities in coordination with Butler's office of Institutional Research and Assessment.

The Center also coordinates the Service-Learning Operational Team (SLOT), a convening of faculty and staff involved in civic engagement efforts. Operational team meetings center on faculty development and mentorship, discussion of issues and policy development related to community engagement, dissemination and analysis of assessment results, and celebrations of success.

The Center for Citizenship and Community is staffed with a full-time director who has part-time administrative support and a team of 12-16 student Advocates for Community Engagement (ACEs) who serve as liaisons to off-campus sites and facilitate the work of ICR students at those sites. A full-time AmeriCorps position also supports the community engagement work of the Center. The work of community-building is additionally supported by five-six Faculty Fellows, who receive modest stipends for their work in course development, mentoring faculty new to community-engagement, assessment, planning, and scholarship related to community-engagement.

Within our division of Student Affairs, the Programs for Leadership and Service Education (PuLSE) office oversees and tracks co-curricular service provided by student organizations and the student-run Volunteer Center. PuLSE staff also help coordinate broader campus service programs such as Bulldogs into the Streets, Spring Alternative Break, and Fall Alternative Break.

Additional offices, such as Internship and Career Services, coordinate an infrastructure for both paid and unpaid internships and for managing federal work study community service positions that comprise a component of community engagement efforts. The Center for Faith and Vocation provides support to faculty and students related to discernment and both faith-based and interfaith community service.

11. I. Foundational Indicators

2.a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?

Yes

Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:

The complex pattern of Butler's engagement efforts and, consequently, the distributed nature of budget lines supporting community engagement make it difficult to estimate total funding for engagement with the community. Working with Bob Marcus, Executive Director of Financial Planning and Budget and Grant Administration, and using budgetary numbers provided by the Deans of the Colleges and Student Affairs we have estimated for Academic Year 2012-13 that approximately \$1,107,767 in institutional cash and \$806,000 of in-kind funding were dedicated to community engagement efforts. Note that these figures are for one year and do not include the value of student labor or faculty salaries related to these efforts).

Specific examples of how funding is used include:

1) Butler University's Center for Citizenship and Community is supported with university operating funds and with endowment funds totaling \$152,000. Specific projects are also supported through grants or gifts.

2) Curricular engagement efforts provide support for community outreach projects. For example, Butler student Advocates for Community Engagement (ACEs) work directly with numerous partner organizations to expand the capacity of these organizations to coordinate and supervise the work of Butler students on-site. University funds are used to pay ACEs, and this budget is currently \$23,000. A portion of this funding comes from an endowment from the Indianapolis-based West Foundation.

3) ICR Faculty Fellows program that uses seasoned practitioners to mentor faculty and staff new to civic-engagement, \$12,000 budget in 2012-13.

4) Student Affairs office also supports a wide range of co-curricular service work. The student-led volunteer center (a philosophy that aligns with the leadership education work of Student Affairs), for example is supported through over \$28,000 in university funds. The university also supports student led service projects such as Fall Alternative Break (\$4,500) and Bulldogs Into the Streets (BITs), an orientation week service project that helps orient students to the Indianapolis Community (\$10,500).

5) High quality educational programming is provided to area organizations and schools through programming offered through the Clowes Memorial Hall located on Butler's campus. The preK-12 Matinee Program, for example served 28,000 students in 2012-13 and was supported by over \$10,000 in cash from Butler and \$31,500 in grants from the Indiana Arts Commission, the Arts Council of Indianapolis and the Penrod Society. Community outreach sessions are also offered at area youth and senior centers. These programs reached over 400 community members and were supported through \$8,400 from Butler funds and \$3,600 in grants secured from Arts Midwest, the Arts Commission, and the Arts Council of Indianapolis. Another free event in 2013, "An Evening of Music and Dance" brought in 850 community members for a concert and dance performance and was funded by \$29,000 from the university and \$21,700 from corporate and individual giving for the Clowes Memorial Hall 50th Anniversary Celebration. Clowes also presented free master classes and lecture demonstrations in 2012-13 that served 385 individuals and were supported by \$17,225 from university funds.

2.b. Is there external funding dedicated to supporting institutional engagement with community?

Yes

Describe specific external funding:

Butler continually seeks and utilizes grants and gifts from federal agencies, foundations, corporations, alumni, and individuals to support a rigorous array of community engagement efforts.

The Center for Citizenship and Community, for example, was founded through a grant from the Lilly Endowment, developed through two Housing and Urban Development Community Outreach Partnerships grants, and sustained through foundation grants from the Nina Mason Pulliam Charitable Trust, the Hoover Family Foundation, university capital campaign fundraising and internal budgetary allocations.

There are many other examples, of the use of external fundraising to support community engagement work. This funding is typically targeted for specific programming efforts.

- The outreach efforts of the Butler Center for Urban Ecology have been augmented in AY 2012–13 through external grant awards of over \$438,000 (from the National Science Foundation, the Efroymsen Family Foundation, The Environmental Protection Agency, the Nina Mason Pulliam Charitable Trust, and the National Oceanic and Atmospheric Administration).
- Butler's College of Education Bullying outreach efforts were supported in 2012-13 through \$19,000 in grant funding from the Peer Education Center (Bully Free Indiana) and Prevent Child Abuse America in addition to in-kind staff and faculty time.
- College of Business internships that involve students in a wide range of community-based organizations were supported by \$462,000 in interest draw from a Lilly Endowment grant.
- Our Diversity Lecture Series was supported by \$152,500 in corporate donations.
- Funding from PNC Bank (\$131,000) was secured by Butler's College of Education and used, with 75,000 in university match, to support early childhood education at the Butler Lab School.
- Butler's Community Arts School was supported in the 2012-13 AY through \$111,000 in external funding from the Christel DeHaan Family Foundation, The Indianapolis Foundation, the Indiana Arts Commission, the Summer Youth Program Fund, and the Lilly Endowment (in addition to university support).

2.c. Is there fundraising directed to community engagement?

Yes

Describe fundraising activities directed to community engagement:

The fundraising capacities of Butler University are exercised across many areas and can best be analogized to a diversified portfolio approach. Leading efforts for gifts, foundation, and corporate support is University Advancement, while the Butler Institute for Research and Scholarship supports faculty seeking grants that result in initiating or sustaining current community engagement programs.

Colleges and departments, as well as alumni groups are engaged in dedicated fundraising efforts to promote and sustain ongoing and new initiatives in the area of community engagement.

The endowment support for the Center for Citizenship and Community, \$1 million, was a stated (and achieved) goal in our recent capital campaign. A new campaign is currently in the early stages of planning.

Funding support is also sought directly for programming such as the Celebration of Diversity Lecture Series—a collaborative effort among Butler, the Office of the Mayor, and a local corporate sponsors. Butler manages the fundraising process and received \$152,500 toward this program in 2012-13. The lecture series brought speakers in 2012 and 2013, such as: Maya Angelou, America Ferrera, Lt. Dan Choi, and Rev. Allan Boesak. Recent speakers in the series have also included former presidents George Bush and Bill Clinton, Dr. Madeline Albright, Carlos Fuentes, and Soledad O'Brien.

Student organizations sponsor philanthropic activities targeted toward specific charities. The Butler Spring Sports Spectacular raised \$35,000 in support of Special Olympics of Indiana and the Butler Dance Marathon raised \$128,852 to support the work of Riley Hospital for Children.

2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?

Yes

Describe specific financial investments:

University budget lines are used for community-engagement efforts in a number of ways:

1) The university regularly provides free programming that is marketed to and open to community audiences. Most prominently, Butler welcomes the public to experience the arts and to explore challenging ideas through our Visiting Writer's Series, the Celebration of Diversity Distinguished Lecture Series, the J. James Woods Lecture Series, the Ayres Lecture Series, and the Butler Seminar on Religion and Global Civilization. These events draw audiences of up to 2,200 (venue capacity) community members. University funds invested in these lecture series totaled over \$120,000 in the 2012-13 AY.

2) Community educational opportunities are also provided by our College of Education through the Butler Lab School and multiple partnerships with the Indianapolis Public Schools and surrounding townships public schools. In addition, The Butler Lab School was opened in fall 2011 is a unique collaboration, bringing together a private university, a public school, a not for profit/United Way agency program with the support of PNC Bank (whose number one philanthropic endeavor is investing in early childhood education in our community). The Lab School is a Reggio-inspired, magnet elementary school will ultimately serve grades K-5. St. Mary's Child Center provides preschool programming at Lab School. All faculty teaching at the school hold Butler education degrees. Butler provides over \$76,000 cash funding in addition to significant in-kind funding for this program. A conservative estimate of the hours contributed to educational activities in local partnership schools is valued at over \$1.5 Million, if students had been paid at an instructional assistant rate.

3) Butler's College of Pharmacy and Health Sciences provides extensive health-related service totaling more than 42,500 hours from advanced practice experiences in underserved areas and communities in the Indianapolis Metropolitan area. Services include direct service to local clinics, expansive community outreach, and health education. These services are provided because of the value placed by the college and the institution on this kind of community engagement, and it is facilitated by faculty and staff within the college as part of their assigned duties to support the infrastructure for engagement efforts (beyond assigned teaching duties for service-learning, for example). This work has resulted in hiring an FTE Director of Outreach to support ongoing efforts.

12. I. Foundational Indicators

3.a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?

Yes

Describe systematic campus-wide tracking or documentation mechanisms:

Community engagement is tracked through a number of systematic and/or campus-wide mechanisms.

Data regarding curricular community engagement are systematically tracked and reported by the director of the Center for Citizenship and Community each semester. Data are gathered through queries to registration and records databases (courses offered, distribution by faculty and college, enrollments, course completion) and from surveys of faculty (to capture, for example, new partnership sites or qualitative data regarding the success of outreach efforts). Student learning outcomes are assessed, in collaboration with staff in our Office of Institutional Research and Assessment, through a campus-wide survey process (see question 4 below for more detail on assessment outcomes). These data are used for both program assessment and individual course results are reported to faculty as one form of feedback for course development purposes. Qualitative data are also collected from both faculty and student reflections or writing linked to curricular engagement experiences.

Our Office of Internship and Career Services tracks internship partnerships and student completion data for internships across campus. Internship and Career Services also tracks the postgraduate activities of recent Butler University graduates through a survey that seeks data on employment, career choices, residency and other data. This data is used to measure the success of students and the influence of internship experiences in relation to post-graduate activities and employment.

Co-Curricular engagement data is collected by our Programs for Leadership and Service Education office and our Office of Greek Life within Student Affairs. These data include numbers of participants, locations and types of service as well as assessment data related to these experiences. Student affairs also makes use of survey instruments, for example, the 2012-13 Campus Voice survey that covers campus life areas revealed that 68% of Butler students responded "I participate" or "I hold a leadership position" in relation to questions about community service or service-learning projects.

The office of Institutional Research and Assessment is responsible for gathering and assessing the annual Faculty Activity Reports (FARs) from faculty across campus. FARs are structured by the language in the faculty handbook to guide faculty through a self-reflection process to report and assess their performance in the areas of "Teaching," "Research," and "Service." The FAR form includes language for tenure and promotion from the handbook (see relevant community-engagement language in question I.B.9. below) as prompts for faculty, and questions on the FAR explicitly ask faculty to report and reflect on their community-engagement activities. The FAR, for example, specifically asks faculty to set out their "goals for service to the University, the profession, and the community." Annual self-evaluation forms for staff (the staff version of the annual assessment form) similarly ask for documentation of service activities by staff over the course of the year.

In many cases, the collection of community-engagement data is managed at the college or program level (e.g., data regarding the work of College of Education students is tracked by the College of Education, pharmacy rotations and research projects are tracked by College of Pharmacy Outreach Committee).

3.b. If yes, does the institution use the data from those mechanisms?

Yes

Describe how the institution uses the data from those mechanisms:

Butler uses data from tracking community engagement for a wide range of purposes.

1) Data are used for monitoring and assessing the value of engagement practices on student learning within the core curriculum, department, or college. This data directly informs further development and structure of engagement practices. For example, the Center for Citizenship and Community's director has used these data in presentations to senior administration and trustees to evince the value of community engagement to institutional learning goals and imparting democratic values of civic responsibility and commitment to the public good.

2) Data are used for better understanding structural needs in supporting and sustaining programs and planning for subsequent semesters. Data on curricular engagement are regularly shared by the Director of the Center for Citizenship and Community with the Deans and Associate Deans and Director of the Core Curriculum as plans and budgets are developed for course offerings, both in the colleges and our Core curriculum.

3) Data on curricular and co-curricular engagement are used for marketing programs internally and externally. Internally, qualitative data and stories of student success are regularly used to help students better understand the types of learning opportunities they will encounter through Indianapolis Community Requirement-designated courses or co-curricular service projects. These stories also help faculty imagine how they may similarly develop course offerings that incorporate pedagogies of engagement. Externally, quantitative and qualitative data are used by Public Affairs staff on the web and in internal and external publications to emphasize the university's commitment to community engagement, recruit students, and to support our identity as a community-engaged institution.

4) Data from Faculty Activity Reports (FARs) are used by the Provost, Deans, and department heads to evaluate faculty and to determine their level of performance as faculty members in specific areas, including community engagement activities. These activity reports are also used in the College of Liberal Arts and Sciences, for example, in determining the honorees for teaching, research, and service awards.

5) Data on community engagement are regularly used for our accreditation with the Higher Learning Commission and for reporting related to accreditation of specific colleges with the respective accrediting bodies.

13. I. Foundational Indicators

4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?

Yes

4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Students*:

One outcome of systematic assessment on campus is the creation of our Indianapolis Community Requirement (ICR), which has had a significant impact on student learning related to community engagement. The key finding is linked to demonstrable measures of student engagement subsequent to foregrounding community engagement.

Prior to the institution of a dedicated requirement and an institutional infrastructure, assessment mechanisms had revealed a gap between teaching and learning practices at Butler and both student expectations and peer group performance. For example, data from the Wabash Study of Liberal Arts Education revealed student experience of teaching practices at Butler related to "Academic Challenge" to be: Strong 13%; Moderate 87%—well below our comparison group of small institutions (scored at Strong 26% and Moderate 74%). Similarly, Wabash data revealed student experiences of teaching practices at Butler related to "Diversity Experiences" were reported to be: Strong 2%; Moderate 73%—below our comparison group of small institutions (scored at Strong 5% and Moderate 84%). Further, data from the 2010 Alumni Survey (students who graduated in 2005 and 2010—before the new core was implemented) revealed a statistically significant gap between the score of how much students valued the item "recognizing my responsibilities as a citizen" (4.04) and how much they believed the university has contributed to their personal growth in this area (3.58). Similarly, the item "participating in community service and volunteerism" showed a smaller (4.12 "valued" to 3.21 "university contribution") but still significant gap.

As a consequence, Butler embarked on the course of developing a new core curriculum based on learning outcomes. The philosophical orientation that guided development of courses within the new core aligned with Butler's mission to educate our students for a life of purpose in that the new core would explore the ideas and dilemmas of human civilization from the perspectives of "self, community, and world." The ICR was approved as a key component of this core curriculum with explicitly defined civic-learning outcomes:

- "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 his or her self, and
- 3) To further students' commitment to service and ongoing involvement as community actors."

Recent assessment of student learning gains within the ICR is impressive (see a detailed description of this assessment in question II. A. 2.a. and 2.b. below). Analysis of the most recent ICR assessment data (Fall 2013) indicates statistically significant increases ($p \leq .000$) in all six subscales used to measure the ICR student learning outcomes.

4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Faculty*:

The analysis of teaching and learning (briefly outlined question 4.b. above) led to the faculty decision to include the Indianapolis Community Requirement (ICR), a civic-learning program, within the core curriculum in 2010. This inclusion had significant impact on faculty and faculty development activities as related to community engagement. Reliably, faculty reported gains in student perception and activity, but recorded, as well, their own estimation of the transformative power of these experiences in their own teaching, scholarship, and engagement.

Our 2011 administration of the Faculty Survey on Student Engagement (FSSE) provides some contextualizing data regarding faculty attitudes about community engagement practices. From the FSSE outcomes summary, the "Percentage of faculty who reported that it is important or very important that students at their institution do the following" was:

"Practicum, internship, field experience, co-op experience, or clinical assignment"—Lower Division 87% / Upper Division 86%

"Community service or volunteer work"— Lower Division 75% / Upper Division 63%

The report also indicates a variance between the value faculty place on these educational practices and student plans to pursue community engagement activities as measured through NSSE surveys. For example, the "Distribution of student responses to whether they had done or plan to do the following before graduating" reveals:

"Practicum, internship, field experience, co-op experience, or clinical assignment"—First Year 92% / Senior 90%

"Community service or volunteer work"—First Year 94% / Senior 91%

These data revealed a significant gap between faculty and student perceptions about community engagement and therefore a significant need for faculty development related to the value and practice of community engagement. The Faculty Fellows Program, seasoned faculty serving as mentors to colleagues developing or offering community engagement courses, was a direct result of assessment. Faculty development efforts are more fully described in our answer to question B.6. below.

As a consequence of this development work, we have a new generation of faculty who teach community-engagement courses. A collection of faculty narratives speaks eloquently to the ways in which engagement is reciprocal and altering. Susan Sutherland, Director of Butler's Writers' Studio, reflected, "I had no way of gauging the power and complexity of mentoring until I began to work with our Writing in the Schools program. At once, I was mentoring high school and middle school creative writers in an Indianapolis public school, Butler undergraduates, master of fine arts (creative writing) students, and public school teachers—and they were mentoring me. It was this dynamic that has informed my teaching and sense of worth in a community." Professor Mary Gospel observes that her work with students and the clients of Butler's Aphasia Community has invigorated and enriched her every week. And Dr. Marva Meadows highlights the impact on her own teaching as a result of a Butler partnership with the Indiana School for the Blind: "I have learned that it is far better to foster a student's sense of personal growth than worry if the details of their contribution meet a particular standard. This is the epitome of experiential learning."

4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Community*:

Butler's College of Education conducts extensive assessment on the impact of Butler students serving in area schools on the education of the P-12 students with whom they work. Six different Special Program Areas (SPAs) measure P-12 student learning in alignment with their respective accreditation requirements. Our recent National Council for Accreditation (NCATE) self-study in 2012 documents extensive impact on student learning in all areas.

The Association for Childhood Education International (ACEI) SPA assessment report provides one example of the detailed assessment process:

"Block A consists of an Early Childhood Education curriculum course and two methods courses (language arts and mathematics). These courses are taught in partner schools within Indianapolis....Candidates are placed in practicum classrooms throughout the semester. During this experience, the candidates select a focal child (or a group of focal children). Each candidate begins by assessing the focal child/ren....Following this pre-assessment, candidates are asked to engage in a variety of "actions" which include read-alouds, conferring with students, small group work (guided reading, interactive writing, shared reading, etc.). The planning for each of these actions is guided by the initial assessment, observational notes the candidate has taken, lessons conducted throughout the semester, and feedback from peers, teachers, and supervisors. After completing the required learning experiences, the candidate then conducts a post-assessment of the child/ren. Post-assessment data is analyzed in conjunction with data collected across the semester to complete a 'Final Reflection'."

Assessments are double pronged. Their primary purpose is to assess the impact of the teaching on P-12 student learning. The assessments additionally provide data on the quality of Butler students' teaching. The assessment process culminates in meetings that bring together Butler professors and students with classroom teachers to discuss P-12 student growth and to make changes to best impact the growth of P-12 children.

Assessment results have led to small and large changes over time. Our most recent ACEI report (3/15/2013), notes that assessment of student learning led to changes in the reading minor, which now "focuses on study of literacy not only on the traditional components (comprehension, phonics, vocabulary, syntax, phonemic awareness, fluency), but also on motivation theories" to better prepare our students to address P-12 learning needs. A second outcome from review of assessment data in consultation with school teachers and administrators is that the elementary education program "moved Blocks A and B to Central Elementary, Nora Elementary, and Fox Hill Elementary in order to impact ENL students."

As another example, assessment data regarding elementary science education revealed a lack of inquiry-based science instruction and that field trips alone were not achieving science-related student learning outcomes. As a result of identifying these gaps, Butler elementary education faculty collaborated with school administrators and teachers and partnered with The Children's Museum of Indianapolis (TCMI) to create "Curious Scientific Investigators (CSI)." In CSI Butler students work with elementary students at TCMI on inquiry-based science experiences while school-based teams of teachers undergo development workshops that extend science curriculum and build their interest in teaching science.

4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on the Institution*:

Butler has a long-standing commitment to experiential education through internships, practicums, and rotations (in addition to the civic learning that is at the heart of the Indianapolis Community Requirement program) in disciplines across campus. This commitment is integral to Butler's "brand" and data from assessing experiential learning provides substantiation of our brand—yielding direct benefits in terms of institutional reputation, town-gown relationships, recruitment, retention, and the success of our students.

Our office of Internship and Career Services (ICS) tracks data on internship participation, partners, and outcomes from internships. The ICS also collects data on the postgraduate activities of recent Butler University graduates through their Postgraduate Activity survey. This survey is administered on a yearly basis six months after graduation and seeks data on, for example, employment, career choices, and residency. Quoting from the Postgraduate Activity Report for 2012: Class of 2012 graduates excelled in their pursuits after college even in challenging economic times. Approximately 94 percent of student respondents indicated they were successfully involved in postgraduate activities after leaving Butler University. (Data reflects information on 568 May, August, and December 2012 graduates, which represents 60 percent of the total graduates.)

"Employed" refers to graduates who are employed full time. Graduates who are attending graduate or professional school as their primary activity after graduation are accounted for in the "Graduate school" section. "Gap year" refers to those graduates pursuing nontraditional activities before seeking employment. Those graduates who are still seeking their first opportunity after graduation are indicated in the "Still looking" section.

Further data from ICR indicate that 60% of internships completed by Butler students result in a job offer.

These results are highlighted on Butler's website and in marketing data targeted at prospective students and prospective employers.

Butler has gathered a good deal of qualitative data that suggest our emphasis on experiential education is a significant factor in this success. Employers have repeatedly told Internship and Career Services staff of the desirability of Butler graduates because of the degree of experiential education. For this reason, some employers have altered their recruitment schedules to reach Butler graduates as soon as they are able. Our College of Education has a 100% placement rate for their graduates—a majority of whom take jobs in local area schools where they may have taught as part of their educational training. College of Business students are recognized as "much more marketable" because of curricular requirements to take two 300-hour internships.

4.f. Does the institution use the data from the assessment mechanisms?

Yes

Describe how the institution uses the data from the assessment mechanisms:

Assessment data for student learning outcomes related to the Indianapolis Community Requirement (reported in response to 4.b.) are used for a range of purposes. These data are used to provide feedback to faculty teaching the courses as to how well their particular course achieved the learning outcomes—allowing a feedback channel to improve teaching. These data are also used for accreditation purposes and for marketing the success of the program for both internal and external constituencies. Given the need to promote the unique learning opportunities afforded through the ICR, plans are in place to highlight these learning gains in marketing to potential students and in pieces that address the work of Butler University in publications, locally, regionally and nationally. A draft manuscript for an upcoming issue of AAC&U's Diversity and Democracy highlights these outcomes.

Outcomes related to the impact on faculty are used in planning and implementing faculty development and marketing related to community engagement efforts. Data collected through Faculty Activity Reports (FARs) allows faculty to document a strong service commitment in their work as it relates to the education of civically-minded students.

The outcome data on impact on community given above for P-12 education was initially collected in relation to NCATE accreditation and Special Program Assessments submitted by of our College of Education. These data have resulted in changes in program design and delivery to make these engagement efforts even more effective in supporting P-12 educational engagements of our students. Excerpts from this data are also used in marketing for our College of Education in both recruiting and in efforts for fundraising.

Outcomes related to our impact on the institution are used to highlight the nature of a Butler education and to highlight the success of our graduates. As such these data directly influence recruitment, retention, and reputation of our institution.

14. I. Foundational Indicators

5. Is community engagement defined and planned for in the strategic plans of the institution?

Yes

Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:

Community engagement has been a consistent priority within Butler's strategic planning.

In the fall of 2013, President Danko launched a strategic planning process called "Imagine Butler 2020." The Butler 2020 vision statement, that was developed through a campus-wide process and approved by the trustees (see our response to I.A.1), explicitly includes the priority to: "Distinguish Butler among peer and aspirant universities by creating innovative academic programs while strengthening our commitment to community engagement, experiential learning, and international education." As part of the strategic planning process, programs and Colleges across campus have submitted planning documents that address this priority. These documents are currently being reviewed at the executive level.

We are now operating under "Dare to Make a Difference: A Five-Year Strategic Plan for Butler University 2009–2014" that captures the essence of Butler's commitment to reciprocally beneficial community engagement. The opening sentence of this document frames the strategic plan: "Butler University educates a graduate not simply to make a living but to make a life of purpose, in which individual flourishing is intertwined with the welfare of others." The plan lays out nine assumptions "underlying this annunciation." Assumption three states: "Universities must develop mutually-beneficial relationships with their surrounding communities." This assumption then aligns with "Priority Three" of the plan:

"Priority Three: Pursue creative collaborations that result in engaging learning experiences with local impact and national reach.

Goal 3A: In collaboration with our urban partners, pursue nationally-significant initiatives designed to serve the institutions and citizens of Indianapolis by engaging Butler students, faculty, and staff in meaningful experiential learning and research activities.

Goal 3B: Position Butler as a service-oriented, intellectual, cultural, social, civic and recreational resource of choice for Indianapolis.

Goal 3C: In collaboration with the Butler-Tarkington Neighborhood Association, IPS, and other city institutions, work actively to ensure that the Butler-Tarkington neighborhood remains one of the most valuable, attractive, vibrant, and safe neighborhoods in the City of Indianapolis.

Goal 3D: Expand our horizons nationally by developing experiential learning opportunities in other US locations."

Butler is also a charter member of Indiana Campus Compact and continues to be actively involved with ICC work in the Indianapolis area. Dr. Donald Braid, for example, is serving as the Chair of ICC's state-wide Advisory Council.

15. I. Foundational Indicators

6. Does the institution provide professional development support for faculty and/or staff who engage with community?

Yes

Describe professional development support for faculty and/or staff engaged with community:

Design and oversight of development related to community engagement is led by the Center for Citizenship and Community and integrated with development activities operated through the Office of the Provost. Community engagement is, consequently a recurrent theme in programs such as New Faculty Orientation and Faculty Development workshops.

The Indianapolis Community Requirement Faculty Fellows is signature program of the Center for Citizenship and Community. Faculty Fellows across the disciplines serve to: mentor faculty exploring the use of service-learning or other pedagogies of engagement; offer leadership for collaboration among colleagues --both experienced and novice practitioners; assist with recruiting and training in course development; undertake research and goal-related assessment; and build the necessary infrastructure, including strategic communications, for better supporting ICR courses.

Since 2004, the Butler Center for Faith and Vocation has conducted faculty development workshops and gathered participant reflections about the work of teaching, mentoring, and advising. Sessions have included Project on Civic Reflection exercises to engage professors in concentrated reading and reflection on the work of teaching and engaging students in deeper reflection about their own sense of calling to lives of purpose. To date, more than 100 professors and staff mentors have participated in these workshops.

Colleges, such as Butler's College of Education, where community engagement is integral to the college's mission, hold dedicated meetings and trainings related to community engagement. For example, grant funding secured by a faculty member to train area teachers for addressing ENL needs for their students has provided significant training for college faculty as well.

The Center for Citizenship and Community convenes the Service-Learning Operational Team that brings together faculty and staff who are teaching (or interested in teaching) service-learning and/or Indianapolis Community Requirement courses in order to build community, share ideas, discuss relevant issues, and to develop resources and policies in support of community-engagement work

The Center provides course development stipends and matching funds to secure external funding for course development. Faculty have also received funding through Indiana Campus Compact Scholarship of Engagement grants (the CCC provides support in the proposal-writing process). There are also funds available in the Core Curriculum and in several internal grant processes for supporting course development and research.

Course Supply Mini Grants—The CCC offers modest grants of up to \$200 for the costs associated with the integration of a service-learning component into a new or existing course.

The Center for Citizenship and Community has purchased research materials or teaching materials related to community outreach efforts, for example purchasing hearing testing instruments for our Community Screening course or I-pods related to a music and memory study seeking to better understand whether music therapy can positively affect individuals with mild dementia.

16. I. Foundational Indicators

7. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?

Yes

Describe how the community's voice is integrated into institutional or departmental planning for community engagement:

Butler's commitment to service derives from our awareness of unmet needs in the communities surrounding the campus—an awareness developed through dialogue with community partners and collaborative work accomplished under two Community Outreach Partnership Centers' grants from HUD (1999–2005). Central to our outreach philosophy are the beliefs that 1) critical societal issues must be identified in collaboration with our community partners and 2) that any efforts to address these issues must be reciprocally valuable to both university and community partner alike. The outcomes of our work result not only in relevant service to community members—for example, tutoring and mentoring, technical support, or tax preparation services—but also in educating civically-minded graduates who are more likely to use their educational credentials to serve the common good.

In practical terms, our commitment to developing reciprocally valuable programs is carried out through a series of interrelated offices that are supported by university budget lines and endowed funds. Importantly, although these offices are situated within different divisions, we view curricular and co-curricular service as complementary. The directors of these offices meet regularly and collaborate with each other. Within Academic Affairs, Butler's Center for Citizenship and Community coordinates the Indianapolis Community Requirement, academic service-learning, and outreach activities that bring the university into meaningful, and sustainable, interaction with community-based organizations. Within Student Affairs, the Programs for Undergraduate Leadership and Service Education office oversee a number of co-curricular programs, including the Volunteer Center and student organizations that provide service to the community. Other offices, including academic departments, Internship and Career Services, and the Center for Faith and Vocation collaborate to provide additional staff support for outreach programming. Each office collaborates with relevant community partners.

One well-developed example of the outcome of the collaborative process that incorporates community voice in developing reciprocal partnerships is the Butler–Shortridge High School Partnership:

The Indianapolis Public Schools (IPS)/Butler University Partnership at Shortridge represents the collaborative efforts of the Indianapolis Public Schools and Butler University's Colleges of Education, Liberal Arts and Sciences, Pharmacy and Health Sciences, and Jordan College of the Arts, the office of the Associate Provost and Shortridge administrators, teachers, Butler faculty, and parents. Programs offered in cooperation with Shortridge Magnet High School include an Early College Program for qualified high school students, the Writing in the Schools Program, Theatre Service Learning, Service Learning in Spanish, Center for Urban Ecology outreach, and summer band and leadership camps, plus shared pedagogy workshops for Butler/Shortridge faculty and staff, and workshops (e.g. FAFSA) for parents. The partnership with Shortridge creates a dynamic civic partnership that involves public school students, community residents and leaders engaged in a learning community alongside Butler faculty and students. A joint Steering Committee with IPS administrators and teachers meet monthly with Butler faculty and staff to discuss ongoing partnership activities, new collaborative possibilities, as well as review successes and area for improvement. Resultant from these meetings has been decisions regarding criteria for the Early College Program, IPS student participation in community events, specific tutoring/mentoring assistance to advance academic progress for IPS students.

17. I. Foundational Indicators

8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?

Yes

Describe these specific search/recruitment policies or practices:

Recruitment policies and practices at the institutional level have been rewritten in recent years to explicitly address the need to attract a diverse faculty workforce. Although this policy does not “specifically encourage the hiring of faculty with expertise in and commitment to community engagement,” the desire to hire faculty who have experience with community engagement is often highlighted in the hiring process. Butler strives to hire faculty to teach actively within the core curriculum and implicitly this curriculum features community engagement through its Indianapolis Community Requirement. Butler also strives to hire new faculty to support our wide-reaching community engagement programs.

In some areas, the absence of explicit reference in hiring related to community-engagement reflects the degree to which this philosophy has become institutionalized. In our College of Pharmacy and Health Sciences (COPHS), for example, community engagement is so ingrained for the pharmacy practice department (an area of primary growth for the college) that there is no thought to separate it out. As one Pharmacy Practice faculty member stated “it is just expected, anticipated, and/or a normal point of business. It is the evolution of health care to think of your patient from a more holistic view and supporting the whole community that supports that patient. So many of our faculty members volunteer at underserved sites. It is the norm not the exception.” For example, COPHS is currently in the process of hiring a faculty member to be based at Eskenazi Health, the city of Indianapolis’s public hospital, and will work with student groups on community outreach.

A similar philosophy holds within our College of Education, where our education classrooms overlap with the campuses of area schools. Within our Elementary Education program, for example, curriculum in the junior year is structured in terms of “Block A” and “Block B” (both blocks are comprised of four interrelated education classes) that are scheduled to meet for eight-hour days each week of the semester in partner elementary schools. Partner schools provide classroom space for university-class meetings and the faculty and students spend the rest of the day collaborating with the teachers and students at the elementary school. Note that this early training that takes place years in advance of student teaching assignments. Faculty candidates who do not share this community-engaged teaching philosophy are simply not hired.

This philosophy is also found in other areas of the university and, for example, recent searches for faculty in Communication Disorders and English explicitly sought faculty who had experience working with students in community outreach settings.

18. I. Foundational Indicators

9. Are there *institutional level policies* for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work:

Institutional-level policies as defined in the Faculty Handbook do reward community-engagement as both a form of scholarship and as a form of teaching. Institutional practice recognizes community engagement as a form of service, but language addressing community engagement as a form of service is not included in the faculty handbook. See our responses to questions 10 a)–c).

As noted in our response to question 11, several college and/or departmental policies explicitly reward community engagement as a form of service, scholarship, or teaching.

19. I. Foundational Indicators

10.a. Is community engagement rewarded as one form of *teaching and learning*?

Yes

Please cite text from the faculty handbook (or similar policy document):

In part, our faculty handbook states: “Some indications of effective teaching and valued contributions to teaching include the following: . . .

“A spirit of scholarly inquiry that leads to innovations in course content, course offerings, and teaching strategies, including, but not limited to the following: use of technology; demonstration; field work; service learning; or other pedagogical tools” (Faculty Handbook 2013-14, 20.30.30).

The handbook undergoes a yearly revision, and efforts are currently underway to update language under teaching to include explicit language about the scholarship of engagement as it relates to effective community-based teaching at Butler.

10.b. Is community engagement rewarded as one form of *scholarship*?

Yes

Please cite text from the faculty handbook (or similar policy document):

In part, our faculty handbook states:

"Scholarship may be defined as an activity that involves continuing immersion in the literature and ideas in a discipline resulting in steady development of one's own intellectual fullness. Scholarship often gives rise to research and creative work that involves original thinking within or across disciplinary boundaries—usually resulting in published works or public performances." (Faculty Handbook 2013–14, 20.20.40)

"In addition to traditional forms of research and scholarship, Butler University recognizes as scholarship the value of applied research, grant writing, and scholarship that derives from partnerships with community members and community organizations where disciplinary expertise is brought to bear in collaborative efforts to address community problems and issues. When such endeavors are to be considered in evaluating a faculty member's scholarly performance, it is expected that the project will have a record of evaluation by external reviewers or processes." (Faculty Handbook 2013–14, 20.20.40)

Under section 20.30.30 "Promotions," the handbook lists under the header "Indications of scholarly or creative activities" may include: "Outreach to the community which demonstrates professional expertise by communicating or applying it in ways which benefit citizens outside the University."

10.c. Is community engagement rewarded as one form of service?

Yes

Please cite text from the faculty handbook (or similar policy document):

The "Faculty Activity Report"—which is an institution-wide form used by faculty to report their work over the year and upon which yearly evaluations are based includes language within the "service" category for reporting service to the communities surrounding the university (in addition to community engagement that is reported under scholarship (see question 10b). Further, college and departmental guidelines on service typically include language that recognizes service-based community. The definition of "Service" in the faculty handbook, however, is limited to service to the institution and/or to the profession. This limitation contradicts institutional practice, as noted above. The chair of Faculty Senate has been notified of this discrepancy, and a process to realign institutional practice with language in the handbook has been initiated.

20. I. Foundational Indicators

11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

Which colleges/school and/or departments? List Colleges or Departments:

Liberal Arts and Sciences
College of Education
College of Pharmacy and Health Sciences

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

50%

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods:

1) Liberal Arts and Sciences (LAS)—Language in the tenure and promotion guidelines for LAS explicitly states that community engagement is an important component of teaching, scholarship, and service. This language is perhaps best developed in the “Guidelines for Promotion to Full Professorship.” Under “Teaching, this document states “... the candidate must document continued success in teaching and learning not only within their own classrooms, but also teaching beyond their classrooms. This can include ... teaching in other settings (e.g., mentoring students in research, community based service learning, etc.)” Under “Scholarship,” the guidelines include: “Community and applied research that makes demonstrably significant impact on the community through the development of policy, public education, creation of awareness, and/or bringing about social change may count as equivalent to publication.” Under “Service,” the guidelines note: “The applicant must be a responsible citizen of the university” and that “The successful applicant will also have engaged in some service beyond the university. This will typically take either the form of service to professional organizations or service to the greater community, both locally and globally.”

2) College of Education (COE)—The T&P guidelines for Butler’s COE ask that faculty “reflect on the college’s Core Values and to demonstrate how your teaching, research and service exemplify each value.” These guidelines further state that: “The terms teaching, research and service will be defined by The Boyer Model of Scholarship (Boyer, Ernest L. 1990 and re-released in 1997). Scholarship Reconsidered: Priorities of the Professoriate.” Later in the tenure and promotion document is a list of “possible artifacts” that might be used to substantiate achievement of guidelines: “Collaborative efforts with schools or other state or community organizations to design, implement, administer or evaluate innovative or existing programs.”

3) College of Pharmacy and Health Sciences (COPHS)—Within COPHS, guidelines for tenure and promotion (for both tenure-track and non-tenure-track faculty) specifically include: “Scholarship of integration: Examples of this kind of scholarship include: Outreach to the community which demonstrates professional expertise by communicating or applying it in ways which benefit citizens outside the university” and “Scholarship of application: Specific examples in this area may include: cost justification of patient care services, effective patient or professional education programs, the provision of, demonstration of and shared reflection upon quality patient care.”

21. I. Foundational Indicators

12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

If yes, describe the current work in progress:

Work is currently underway in the three colleges not specifically included above to fully align college and departmental level tenure and promotion policies with university-level guidelines.

23. I. Foundational Indicators

1. Is community engagement noted on student transcripts?

Yes

Describe how community engagement is noted on student transcripts:

Curricular community engagement has been documented on Butler transcripts since 2004. Starting in 2010, when community engagement became a graduation requirement known as the “Indianapolis Community Requirement (ICR)”, this documentation was further highlighted. ICR-designated courses are modeled on best practices of service-learning, but not all ICR-designated courses follow the service-learning pedagogy. SL courses are marked with an “S” and a notation: “Indianapolis Community Requirement: Satisfied (or not satisfied).” Courses developed under our critical listening or the Science Education for New Civic Engagements and Responsibilities paradigms that are not strictly service-learning are marked with an “I” and the notation: “Indianapolis Community Requirement: Satisfied (or not satisfied).” For example, the transcription entry for a student who successfully completes our Service-Learning in Spanish course would read:

"SP 320S—Service-Learning in Spanish
Indianapolis Community Requirement: Satisfied"

We continue to discuss the desirability of developing a co-curricular transcript that documents co-curricular community engagement activities, but these discussions are still a work in process.

24. I. Foundational Indicators

2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Yes

Please provide examples:

Our engagement experiences within the Indianapolis Community Requirement are explicitly connected to diversity and inclusion work at Butler University. Our approach in these courses is on developing provocative partnership experiences that engage students with others across a wide range of differences, such as affluence, ethnicity, culture, age, ability, sexual orientation, and religion. This approach is productive both in generating the kind of cognitive dissonance that fosters reflective learning and in providing opportunities to teach students about difference and diversity. "Intercultural competency" is an explicitly stated, and assessed, learning outcome of this component of our core curriculum.

For example, the Center for Citizenship and Community worked for over 15 years to develop partnerships with the Kaleidoscope Youth Center, where students mentor and tutor at-risk urban youth; the Martin Luther King Community Center, where we work with youth, the elderly, and kinship care groups; The Indiana School for the Blind and Visually Impaired, and A Caring Place, an adult daycare. Another priority within ICR course development involves work with refugee and immigrant individuals—in partnership with The Immigrant Welcome Center, Catholic Charities, and Exodus Refugee Inc. Students provide assistance with a range of issues, including English as a New Language tutoring, citizenship orientation, and educational programming while they learn about diverse cultures and international issues. Through dialog with immigrants and refugees, students participate in exchanges that better prepare them to undertake their civic responsibilities in a global environment.

25. I. Foundational Indicators

3. Is community engagement connected to efforts aimed at student retention and success?

Yes

Please provide examples:

The connection among student engagement, retention, and success is evident in Butler's overall approach to community engagement.

Evidence that we value the connection between community engagement and student success is found in the faculty decision to include community engagement in our core curriculum. Additionally, the relationship between success and community engagement is expressed at the institutional level in marketing language about "The Butler Way" defined on our home page: "The Butler Way demands commitment, denies selfishness, accepts reality yet seeks improvement every day. We aspire to improve ourselves and those around us. This applies to our excellent academics, supportive environment, vibrant campus and the contributions we make to our community and world." This relationship is also found in Butler's strategic plan (2009–2014): "Butler University prepares a graduate not simply to make a living but to make a life of purpose, in which individual flourishing is intertwined with the welfare of others." As noted under question I.B.5. above, a new strategic planning process is underway and institutional awareness of the relationship between community-engagement and students success is deeply embedded in language guiding this process. Our understanding of the relationship between community engagement and student success is also expressed in student learning outcomes noted under our response to question II.A.2.a. below.

26. II. Categories of Community Engagement

1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?

Yes

Discuss how your institution defines service learning, the standard components for designation, and the process for identifying service learning courses:

On our campus, academic community-engagement experiences are unified under The Indianapolis Community Requirement (ICR). The ICR is a core-curriculum requirement that involves students in a wide range of reciprocal community partnerships wherein they can integrate classroom knowledge with active experiences in the Indianapolis community. All Butler students must complete at least one ICR course before graduation. The ICR can be satisfied through designated courses in the core curriculum, in the student's major, or taken as an elective. The service-learning pedagogy (Butler's definition of service-learning is academic learning linked to relevant community service) provides one model for ICR courses, but courses based on models from the SENCER (Science Education for New Civic Engagements and Responsibilities) project or the Critical Listening initiative of the CCC can also satisfy the ICR.

In order to designate a course as satisfying the ICR faculty must submit a detailed proposal to the core curriculum committee. The application asks for specific details of what students will do in the community, how partnerships and projects were developed in dialogue with community partners, the roles of community partners in directing and evaluating the partnership, student critical reflections tools, and how the community engagement fulfills the three student learning outcomes of the ICR (see question II.A.2.a. below). These proposals are reviewed and approved by a committee of faculty community-engagement practitioners and, if approved, they are additionally reviewed and approved by the University Core Curriculum Committee.

1.b. If you have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year?

106

What percentage of total courses offered at the institution?:

6.9%

1.c. How many departments are represented by those courses?

28

What percentage of total departments at the institution?

61%

1.d. How many faculty taught service learning courses in the most recent academic year?

50

What percentage of faculty at the institution?

12.9%

1.e. How many students participated in service learning courses in the most recent academic year?

1166

What percentage of students at the institution?

26.4%

1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end:

Data regarding ICR course numbers, distribution by faculty and college, enrollments, and successful completions of ICR courses are collected by the Director of the Center for Citizenship and Community each semester through queries from the Registration and Records database. These data—along with data on student completions of ICR courses by admit year and major—are used for curriculum planning, course development, and assessment purposes. This requirement was implemented in Fall 2010, and we carefully track completions and track both students who need to complete this requirement and departments/colleges where we need to develop appropriate course offerings. These data are also a part of our overall assessment of community engagement efforts and assessments of learning outcomes of both the program and of individual courses within the program.

27. II. Categories of Community Engagement

2.a. Are there *institutional (campus-wide)* learning outcomes for students' curricular engagement with community?

Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

Most relevant to this application are the learning outcomes defined for the Indianapolis Community Requirement (ICR). The ICR is Butler's campus-wide community-engagement requirement that is part of our core curriculum. The learning outcomes of the ICR are:

- 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 his or her self, and
- 3) To further students' commitment to service and ongoing involvement as community actors.

Butler University also defines twelve "University Learning Outcomes." Two of the "Affective (Value)" outcomes are directly related to community engagement efforts:

1. Students will appreciate diverse cultures, ethnicities, religions, and sexual orientations.
2. Students will share their talents with Butler and the greater community at large. (Assessment Committee June 11, 2007)

These learning outcomes are further defined and implemented through specific program, department, and college-level learning outcomes (which are mapped back to the twelve "University Learning Outcomes").

2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?

Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:

Analysis of Fall 2013 Indianapolis Community Requirement (ICR) assessment data indicates statistically significant increases ($p \leq .000$) in all six subscales used to measure the ICR SLOs—suggesting significant learning gains by students.

ICR learning outcomes are assessed across the university through self-reported and objective assessment strategies developed, piloted, and refined since implementation of the ICR in Fall 2010. The original self-report survey instrument was based (with permission) on a series of subscales developed by Steinbery, Bringel, and Hatcher (in press) and used as an assessment instrument at Indiana University-Purdue University Indianapolis. We adapted this instrument to align with ICR learning outcomes and to use a post-then methodology wherein students are asked to respond at the end of the semester to survey items with a) their current level of agreement with the survey items, and b) their recalled level of agreement with each statement before the class began.

The ICR assessment is conducted yearly and includes all ICR-designated courses ($n = 600$ students in a given semester). Six survey subscales are mapped to our three ICR learning outcomes (given in 2.a.). These scales measure: 1) awareness of opportunities for involvement, 2) competency with civic discourse, 3) competency with critical listening, 4) competency with cultural diversity, 5) intention to serve others/society, and 6) commitment to political awareness. Each scale is composed of between three and six items.

A narrative evaluation is used as an objective evaluation of ICR learning outcomes. This evaluation is administered as a pre/post survey that asks students to respond on a Likert scale as to how much they agree or disagree with a prompt that is directly related to ICR SLOs and then to write a narrative passage that details why they have answered in the manner they have. This narrative response is scored against a rubric developed to measure the ICR SLOs. Data from Fall 2013 is under analysis.

University level learning outcomes are, in part, measured through our Alumni Survey that yields data regarding how graduates value specific University learning outcomes and how much students believe the university has contributed to their personal growth in these areas. The most recent data comes from 2012 or 2013 graduates (who were not yet required to take the new core or the ICR). Two items in the survey tested the University SLO: "Students will share their talents with Butler and the greater community at large." For the item "recognizing my responsibilities as a citizen," 72% of respondents indicated this was "important" or "very important" and 54% indicated that the university's contribution to their personal growth in this area was "moderate" or "significant." For the item, "Participating in community service and volunteerism," 80% of respondents indicated this was "important" or "very important" and 68% indicated that the university's contribution to their personal growth in this area was "moderate" or "significant."

2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used?

ICR assessment data are used for program assessment within the core curriculum. These data are used to determine how well students are achieving the SLOs and as an assessment mechanism to determine how successfully the courses and the institution are achieving the goal of educating responsible citizens who are able to effectively address societal issues and contribute to the public good.

Assessment data for specific courses provide a channel of feedback for faculty teaching these courses in order to make improvements directed toward achieving personal, departmental, and institutional goals. These data are reported through administrative channels and used for assessment of our curriculum.

Data are used for better understanding structural needs in supporting programs and planning for subsequent semesters. Data on curricular engagement are regularly shared with the Deans and Associate Deans and Director of the Core Curriculum as plans and budgets are made for course offerings, both in the colleges and our Core curriculum.

Data on curricular and co-curricular engagement are used for marketing programs internally and externally. Externally, quantitative and qualitative data are used by Public Affairs staff on the web and with internal and external publications to evince the university's commitment to community engagement, recruit students, and to illustrate our identity as a community-engaged institution.

28. II. Categories of Community Engagement

3.a. Are there *departmental or disciplinary* learning outcomes for students' curricular engagement with community?

Yes

Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:

There are a number of college or departmental-level learning outcomes that map to the university-level outcomes notes in response to question 2A. For example, college and departmental learning outcomes include:

The Middle and Secondary Education Program in our College of Education has as one learning outcome: "Demonstrate responsibility for their interpersonal and instructional interactions with students, parents, colleagues, and community partners."

The Experiential Program for Preparing School Principals (EPPS) program in our College of Education has as one learning outcome: "The student has the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources."

The Pharmacy program in our College of Pharmacy and Health Sciences has as one learning outcome: "Demonstrate ethical conduct in personal and professional settings and respect and exhibit empathy for patients' differences, values, and preferences."

The Arts Administration program in our Jordan College of the Arts has as the learning outcome: "Communicate how classroom experiences, community-based learning and creative expression have shaped personal career aspirations and value for life-long learning in the arts."

The Gender Women, and Sexuality Studies program in Liberal Arts and Sciences has as one learning outcome "Value the fundamental importance of one's membership in the human polity, emphasizing citizenship and political community through connecting knowledge with experience through service-learning, appropriate internships, and/or other appropriate capstone experiences."

Student Affairs community-engagement experiences are structured as learning experiences and many Student Affairs programs have specifically defined student learning outcomes. For example, our office of Programs for Leadership and Service Education office (PuLSE) seeks to "Connect to and navigate systems of the university as it pertains to leadership, service, and other involvement opportunities on campus and within the community" and "Process through and reflect on experiences with leadership, service, and other involvement experience in order to gain a better understanding of self and others."

3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?

Yes

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:

Institutional mechanisms, including the comprehensive teaching/faculty survey, the IDEA form, contribute to informing Butler's learning outcomes objectives surrounding community engagement. All learning outcomes are also assessed through program assessment reports each year. This process is defined and coordinated through our Office of Institutional Research. Data for specific departments and disciplines is aggregated each semester through the IDEA form which incorporates measures of community engagement.

3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:

Assessment data for these learning outcomes are used—as described in question 2.c. above—to better understand how well courses are achieving their intended learning goals. These data are also used in accreditation and marketing of specific programs.

29. II. Categories of Community Engagement

4.a. Is community engagement integrated into the following curricular (for credit) activities? Please select all that apply:

Student Research
Student Leadership
Internships/Co-ops
Study Abroad

For each category checked above, provide examples:

Student Research—Student research often intersects with community engagement at Butler. Professional phase pharmacy students complete research projects on public health and clinical care to patients, focusing on, for example: education in K-12 schools, Medicare Part D outreach, student run underserved clinics, and health screening events. Both pharmacy and physician students have also been involved in research projects studying health profession workforce issues that impact the engagement of health care providers to meet the needs of their community. In another intercollege example, collaboration between Psychology and music has led to research in collaboration with a local nursing home into the effect of music on elderly patients with mild dementia.

Student Leadership—Our College of Education has developed a "Leadership Certificate" - this certificate was a "student designed" curricular addition that looks at leadership through community engagement. The students take an education leadership class and match their "big ideas" with organizations that have similar ideas. One class focused on young children, sustainability, policy, and outdoor education. They partnered with a teacher at the lab school who was working on a community garden concept. The kindergartners and Butler students designed an outdoor classroom/garden together. The Butler students also learned how to write grants, and we secured a \$12,000 grant from Dow and another \$3,000 from the community for the project.

Internships and Coops—Our College of Business requires two 300-hour internships of all students. A number of internship partner institutions focus on assisting members of the community (such as: Arthritis Foundation, Indianapolis Children's Museum, Crohn's Foundation, Make-A-Wish Foundation, Indianapolis Zoo, American Diabetes Association, Indianapolis Humane Society, Indiana Symphony Orchestra). In several other departments and colleges (e.g. Arts Administration, Sociology, Pharmacy, and Psychology) community engagement has been explicitly integrated into internship learning goals. Students pursuing internships, for example, provide outreach coordination efforts, research, or service with local after-school programs, not-for profits, or social service agencies. These internships have been specifically designated as involving community engagement where the internships are modeled clearly as learning experiences wherein students follow principles of service-learning rather than practicum structures.

Study Abroad—At Butler study abroad experiences are not explicitly designated as community-engagement experiences. There are several designated study-abroad opportunities for students to engage with international communities. For example, programs offered by the International Partnership for Service-Learning and Leadership have been approved for community-engagement credit. Similarly, the medical service trips to rural Guatemala coordinated by the Butler chapter of Timmy Global Health are also approved for engagement credit. Other programs involve students in extensive semester long programs taught by Butler faculty that explicitly include community engagement (for example working with community-based organizations in Nicaragua). These, and other programs, have been specifically approved as satisfying the ICR through their careful attention to program design and academic learning outcomes.

4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:

- Graduate Studies
- Core Courses
- Capstone (Senior level project)
- First Year Sequence
- General Education
- In the Majors
- In Minors

For each category checked above, provide examples:

Graduate Studies—Community engagement is built into several graduate programs. For example, in 2011-12, the College of Business and its launched the MBA Fellows Program, an elective course to inspire students to deeper community engagement by serving on non-profit boards in Indianapolis. Each year 12 students spend 8 months on a non-profit board. Professors and staff mentors lead regular reflection exercises focused on reflection of why we serve and how to serve, as well as delivering content about non-profit management, history of non-profits, and fiscal management of non-profits. College of Pharmacy and Health Sciences graduate PharmD and Physician Assistant students are required to complete rotations in underserved communities (underserved clinics, rural health communities or Federally Qualified Health Center). These rotations provide significant resources to these communities (PX—158 students x 160 hours = 25,280 hours and PA—72 students x 240 hours = 17,280 hours).

Core Courses—The Indianapolis Community Requirement (ICR) of our Core Curriculum might be satisfied in major courses or electives. Additionally, there are courses in all areas of the core curriculum that carry ICR designation. For example, there are courses within Global and Historical Studies (“China and Islam” that engages students in service-learning with a local Islamic community); Social World “Making a Difference in the World—wherein students study service and, altruism, and empathy in relation to service-learning experiences in a range of local sites); Natural World (“The World of Plants”—in which students partner with students from the Indiana School for the Blind) and First Year Seminar (“The Call of the Wild”—where students do service-learning related to animal welfare; Physical Well Being (“Walking Wagging and Wellness”—a service-learning partnership with the Indianapolis Humane Society); and Perspectives in the Creative Arts (“Experiencing the City”).

Capstone (Senior level project)—Several majors include capstone courses that involve students in community engagement projects. One course, Strategic Communication 424 “Public Communication Campaigns,” works with several not for profits each semester. Teams of students serve as consultants to the organizations and conduct research, analysis, and develop communication plans and materials to address specific community-defined needs. The students produce complex campaign books that present campaign materials, logos web designs, and targeted communication materials for use by the organizations.

First Year Sequence and General Education —See Core Courses response.

Majors and Minors—Some majors/minors have designated required major /minor courses as to address the learning goals associated with the ICR. For example, both elementary education and secondary education programs have gateway courses in place that teach key disciplinary material through community engagement pedagogies while students are embedded in classrooms in local township schools. In other areas, such as Computer Sciences, students are required to take the EPICS course that partners student teams in working with non-profit partnerships. Our Communication Disorders major has several optional service-learning courses (including: CSD 460 Aphasia Community; CSD 238, 239 American Sign Language; and CSD 363 Community Screening) that provide optional opportunities for students to participate in courses that are designed to address both disciplinary and community-engagement outcomes.

30. II. Categories of Community Engagement

5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

Brabant, Margaret, Donald Braid, and Armand Carriere. 2013. "A Lot of Bang for the Buck"—Results of the COPC Impact Survey." *Metropolitan Universities Journal*, 23: 41–60.

Brabant, Margaret. 2010. "Service-Learning: An Exportable Pedagogy?" Ed. by T. Stewart and N. Webster, *Problematising Service-Learning: Critical Reflections for Development and Action*, Information Age Publishing: 107-128.

Brabant, Margaret and Donald Braid. 2009. "The Devil is in the Details: Defining Civic Engagement." With Margaret Brabant. *Journal of Higher Education Outreach and Engagement*, 13: 59–87.

Brooks, K., & Adams, S. (in press). *Developing agency for advocacy: Collaborative inquiry-focused school change projects as transformative learning for practicing teachers*. The New Educator.

Brooks, K., Adams, S., & Morita-Mullaney, T. 2010. Creating inclusive learning communities for ELL students: Transforming school principals' perspectives. *Theory into Practice*, 49(2), 145-151.

Carney, Terri. 2013. "How Service Learning in Spanish Speaks to the Crisis in the Humanities." *Hispania* 96.2: 229–37.

Carney, Terri. 2004. "Reaching Beyond Borders Through Service Learning." *Journal of Latinos & Education* 3.4: 267-271.

Colburn, Kenneth. 2011. "Service-Learning as a Paradigm for Civic Engagement in the United States and Globe (in Chinese)," Translated into Chinese by Ping Zhang, *Service-Learning: Theory and Practice in Higher Education (in Chinese)*, Ed. by P. Lin and X. Weimin, published jointly by Zhejiang University Press, China, and the University of Indianapolis Press.

Gospel, M. 2013. Community support for chronic aphasia. Invited presentation to Indiana Speech-Language-Hearing Association annual conference in Indianapolis.

Gospel, Mary. 2010. "Service learning: Speech and hearing practicum as community outreach," American Speech-Language-Hearing Association National Convention.

Hofstetter, Angela. 2013. "Teaching Animal Studies through First Year Seminars with a Service Learning Component." Living with Animals Conference. Eastern Kentucky University. Lexington, Kentucky. March 21-23.

Kandel-Cisco, B., & Brooks, K. 2012, October. Indiana education policy: Advocating for equity and excellence for English learners. Presented at the annual meeting of the Indiana Teachers of English to Speakers of Other Languages, Indianapolis, IN.

Lineweaver, T. & Villani, P. 2009. "Food: Pasture, Table, Body and Mind:" A Post-Course Evaluation of an Interdisciplinary Course Taught From the Viewpoints of Biology and Psychology. Poster presented at the meeting of SENCER, Chicago, Illinois.

Reading, Suzanne and Padgett, Robert. 2011. "Communication Connections: Service Learning and ASL," (with R. Padgett), *American Journal of Audiology*, 20.2 (2011): S197-S202.

Reading, S. & Carlstrand, G. 2007. Service-Learning across Language and Culture. *Academic Exchange Quarterly*, 11 (3): 123-128.

Samide, Michael J. 2013. "Using principles of civic engagement to teach science: brownfields, green chemistry, and art," Invited Speaker at the Interdisciplinary Science Colloquium, Valparaiso University, February.

Samide, Michael. 2010. "Service-Learning Through Analytical Chemistry," Pittsburgh Conference on Analytical Chemistry and Applied Spectroscopy.

Samide, Michael J., Olujide T. Akinbo, Jody Britten. 2009. "Planning to Catch Them Early: Service-Learning through Analytical Chemistry." SENCER Summer Institute, Chicago, IL, August 2009.

31. II. Categories of Community Engagement

1. Indicate which outreach programs are developed for community. Please select all that apply:

tutoring
extension programs
non-credit courses
evaluation support
training programs
professional development centers
other (please specify): Community Arts School

For each category checked above, provide examples:

Tutoring—Butler provides a range of tutoring services to the community, both through service-learning courses and co-curricular service. For example, tutoring and mentoring is provided at after-school programs such as the Kaleidoscope Youth Center and the Martin Luther King Community Center and as part of a “Writing in the Schools” program at Shortridge High School. ENL tutoring is provided through College of Education classes and through service-learning classes such as “Service-Learning in Spanish” and “Making a Difference in the World.”

Extension Programs—The BCAS College of Pharmacy and Health Sciences conducts a number of community education and screening programs at no cost to community partner organizations. Programs provide measurement of, for example, Blood Pressure, weight, BMI, and bone density.

Evaluation Support—Butler provides a range of evaluation support for community partners. This support has been provided both directly through faculty/staff consultation to, for example, evaluate the tech infrastructure at the Martin Luther King Community Center or by faculty who served as consultants to evaluate programming or conduct neighborhood surveys (Educational Survey; Crime and Safety Survey). A proposal is before the president at this moment to create a standing “Community Research Lab” in the social sciences. The Butler Center for Urban Ecology also conducts environmental surveys in partnerships with community organizations. One capstone course, Public Communication Campaigns, uses teams of students to evaluate existing communication strategies at specific not-for-profits, conduct extensive research, and provide detailed campaign books with analysis, suggestions, and extensive communications materials.

Non-Credit Courses/ Professional Development Centers— The TEACH Butler program, offers professional development through the College of Education. TEACH Butler includes workshops, online learning, conferences, and guest speakers, available to any person seeking professional development, graduate credit or PGP points. Workshops offered are opportunities for continued learning for those who are: working towards a degree and wishing to earn graduate credit, renewing a license and looking to earn PGP points, or seeking up-to-date information for personal and/or professional development. These courses can be taken for credit or as non-credit options.

Other—Community Arts School—The Butler Community Arts School (BCAS) provides broad access and open enrollment to the community regardless of age, race, religion, ethnic origin, sexual orientation, level of ability or economic status. BCAS goals – 1) to provide high quality, affordable instruction in music, theatre, dance and media arts to Indianapolis and the surrounding area, 2) to provide exposure to and participation in the arts regardless of age, race, religion, ethnic origin, level of ability or economic status, and 3) to provide opportunities for Butler University students majoring in the arts to teach and interact with the community in order to better prepare them for careers as artists and teachers and for their lives as citizens. In 2012-13, the school served over 1,150 students (out of a total of 1,682 students) in classes or lessons at community locations.

32. II. Categories of Community Engagement

2. Which institutional resources are provided as outreach to the community? Please select all that apply:

co-curricular student service
work/study student placements
cultural offerings
athletic offerings
library services
faculty consultation

For each category checked above, provide examples:

Co-curricular student service—Co-curricular service is provided both by individual students and through student organizations. Butler University's Volunteer Center is a student run clearinghouse for volunteer opportunities. In addition, many fraternity and sorority chapters on campus require service commitments for their members, often concentrating these efforts on a single organization (e.g. The Indiana School for the Blind or The Indianapolis Dream Academy).

Work/study student placements—Butler has a federal work/study community service program that places students with community partners. In a number of cases student presence at these community sites helps leverage the connection for other students to provide service at the site. Placements include partners such as The Humane Society, YMCA, and Art with a Heart.

Cultural Offerings—Butler provides a wide range of cultural offerings at no charge to the community. These opportunities range from musical and dance recitals to orchestra concerts to lecture series like the Vivian Delbrook Visiting Writers Series and the Diversity Lecture Series. In Addition, Butler hosts and collaborates with a series of arts organizations, providing operating space, rehearsal space, and performance venues. Long-term arts partners housed on campus include: American Pianists Association; Dance Kaleidoscope; Indianapolis Children's Choir; Indianapolis Chamber Orchestra; Indianapolis Symphonic Choir; Indianapolis Opera.

Athletic Offerings—With the exception of Men's and Women's Basketball and Men's Football, Butler athletic games are free and open to the public. Butler also offers a wide range of clinics in a range of sports during the summer months. Several summer camps are designed for children with disabilities.

Library Services—Butler University libraries are open to the public, and neighbors are welcome to use the facilities and resources on an equal status as university faculty, staff, and students. We also house special collections as a public resource. For example, The Friesner Herbarium is a natural history collection of dried plants. Butler maintains the collection, started in 1919 as a publically-accessible resource. Herbarium staff focuses on curation and on public outreach and education. The Herbarium staff maintain a free, publically accessible website (www.butler.edu/herbarium) with plant identification and basic botany information, lead free monthly nature walks on campus, maintain the Butler Prairie, and give free tours to school groups, scouts, etc., to share the ecology and history of this vanishing Indiana ecosystem.

Faculty Consultation—Consultation takes a number of forms in different areas of campus. For example, many pharmacy practice faculty work with external community groups in ways relevant to their area of expertise. Examples include Carriann Smith's work with SHIP on Medicare; Bonnie Brown's work with CICOA; Chad Knoderer's work on pediatric medicine with Easter Seals; and Priscilla Ryder's research work with Indiana Minority Health Coalition. Within our College of Education, faculty serve as consultants for area schools. For example, Dr. Ryan Flessner, a specialist in mathematics provides professional development for Warren Township teachers; Dr. Susan Adams provides cultural competency workshops for teachers in Center Grove High School; and Dr. Brooke Cisco and Dr. Susan Adams provide summer professional development for teachers of English language learners.

33. II. Categories of Community Engagement

3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). Please follow these steps:

[Download the Partnership Grid template](#) (Excel file) and save it to your computer;

Provide descriptions of each partnership in the template; and then,

Upload the completed template here.

[2015 Partnership Grid 2.xls](#)

34. II. Categories of Community Engagement

4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

Yes

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships:

Butler University is committed both to developing reciprocally beneficial partnerships and to developing community-engagement efforts in response to community-defined needs.

This commitment derives from foundational work and experience gleaned by Butler University's Center for Citizenship and Community (CCC) working through two Community Outreach Partnership Centers Grants from HUD. As the office charged with providing leadership on campus for developing and maintaining sustainable service-learning and civic-engagement initiatives within the curriculum and academic culture of BU, the CCC serves as a consultant to many faculty, departments, and colleges as they develop community outreach partnerships. The CCC has also served as the convener for faculty and staff across campus who coordinate or direct community engagement work of many kinds. The issue of reciprocity has been discussed often in these meetings and all involved are clear both as to the reasons for pursuing reciprocity and the value of doing so in terms of the ultimate sustainability of the work for both university and community partners alike.

With regard to curricular engagement, the application process for approval contains explicit questions intended to gauge the reciprocity of the proposed engagement work. Faculty community-engagement practitioners (ICR Fellows) review these applications and, when needed, work with faculty to ensure that community engagement projects will be reciprocally beneficial, respond to community-defined needs, and sustainable over time.

4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?

Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:

Feedback mechanisms to collect and share feedback are built into individual partnerships and programs across the university.

For example, within our College of Education The Elementary Education Program gathers yearly with community partners for a celebration and discussion about the year (usually in a home). The group discusses changes that should be made and ideas for improvement in the future. Representatives are present have from a wide variety of our constituent groups, including schools, museums, and the Department of Natural Resources – that are partnering with COE for the year. This process promotes a connectedness with the constituents and often results in more collaboration.

Within our College of Pharmacy and Health Sciences, the Outreach Committee, that has representation from all college areas, serves as a locus for gathering and discussing partnership experiences and for making suggestions for improvement.

The Center for Citizenship and Community regularly meets with community partners as part of the outreach design and implementation process. These meetings, as well as regular feedback through student Advocates for Community Engagement who serve as on-site liaisons, provides an ongoing channel of feedback for assessing and adjusting programming for reciprocity and mutual benefit.

35. II. Categories of Community Engagement

5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:

Curci, Roberto and Robert Mackoy. 2008. Hispanic Business Enterprises (HBEs) in the Greater Indianapolis Area: Understanding their Characteristics and Business Development Challenges. Greater Indianapolis Chamber of Commerce.

Curci, Roberto and Robert Mackoy. 2010. Immigrant Business Enterprises: A Classification Framework Conceptualization and Test. Wiley Interscience.

Farley, L. (pending). The many ways to walk your way to health – submitted to Spirare: The Cross-Platform Journal for and by Educators. Submitted 11-19-2013

Maffeo, Carrie. 2010. "Assessing the Impact of a Community Based Health Screening Event," (with M. Hintmann, J. Jedrzejczak and K. Wilcox), Journal of the American Pharmacist's Association, 50: 271.

Meyerson B. Emetu R, Sanders S, Bailey, Ryder P, Armstrong J. Preferences of Gay and Bisexual Men for Pharmacy-based HIV Testing and Over-the-Counter HIV Tests LGBT Health (provisionally accepted)). In collaboration with Indiana Youth Group and several groups in the gay male community as well as IU Bloomington School of Public Health and the Kinsey Institute at IU.

Mink, N. "Community Food Inventory and Assessment: Indy East Food Desert". Report. Indy East Food Desert Coalition.

Novak, Katherine. 2002. Attitude of Butler-Tarkington Residents toward Education and a Neighborhood School. \

Novak Katherine. 1999. Crime and Safety Perceptions in Butler-Tarkington.

Ryder PT, Blum KJ*, Oshodi C* (2013, November) I'm in good health but I'm not healthy: Concepts of health in African American custodial grandmothers. Paper presented at the annual meeting of the Gerontological Society of America, New Orleans, LA—In collaboration with Kinship Caregivers group at MLK Center.

Ryder PT. Coy KC*, Ohmit A, Saha C Knowledge, Attitudes, Behaviors, and Beliefs about Chronic Kidney Disease in Indiana's Minority Communities: A Community-Based Survey (2013, May) Report to the Indiana State Legislature. Indianapolis IN: Indiana Minority Health Coalition, Inc. In collaboration with Indiana Minority Health Coalition and 18 community partners

Sudsberry, M., and Kandel-Cisco, B. 2013. Transformative leadership: An asset-based approach to leadership for diverse schools and learners. In S. Abebe (Ed.), Diversity in the classroom: Integrated framework beyond Chalk & Talk. Ronkonkoma, NY: Linus Publications.

36. III. Wrap-Up

1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).

37. III. Wrap-Up

2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.

38. III. Wrap-Up

3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification.

39. Request for Permission

Please respond to A or B below:

	Yes	No
A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.	X	
B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.	X	

II.B.3. Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (**maximum 15 partnerships**).

Name of Institution: Butler University

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
1	Butler-Shortridge Partnership	Indianapolis Public Schools Shortridge High School	Butler University's Colleges of Education, Liberal Arts and Sciences, Pharmacy and Health Sciences, and Jordan College of the Arts	Reciprocally beneficial learning experiences	7 years	26/year	145/year	variable	Provides opportunity for Butler students in a wide range of classes to learn from students at Shortridge. Helps BU become a place that supports diversity more broadly.	Significant collaborative learning experiences in a wide range of areas through the Early College Program for qualified high school students, the Writing in the Schools Program, Theatre Service Learning, Service Learning in Spanish, and Medicare education sessions
2	Butler-ISBVI Partnership	Indiana School for the Blind and Visually Impaired	BU Center for Citizenship and Community	Reciprocally beneficial learning experiences	10 years	5/year	80/year	variable	Provides opportunity for Butler students in a wide range of classes to learn from students at ISBVI. Helps BU become a place that supports diversity more broadly.	Tutoring, mentoring, science and educationally related support. Support for ISBVI's recreational programming.
3	Butler-KYC Partnership	Kaleidoscope Youth Center	BU Center for Citizenship and Community	Reciprocally beneficial learning experiences	12 Years	10/year	30/ year	variable	Provides opportunity for Butler students in a wide range of classes to learn from students and Staff at KYC.Helps BU become a place that supports diversity more broadly.	Tutoring, mentoring, arts, and educationally related support.
4	Butler-Campus/Religious Outreach	Jewish Federation of Greater Indianapolis; Catholic Archdiocese of Indianapolis; Episcopal Diocese of Indianapolis, Muslim Alliance of Indiana; Indiana District of the Lutheran Church-Missouri Synod; Second Presbyterian Church; Campus Crusade for Christ; Indiana Network for	BU Center for Faith and Vocation, BU College of Liberal Arts and Sciences	Connecting students and religious communities with faith-based activities, uncluding worship, faith-sharing, service, and interfaith work	10 years	9/year	approx.400-500	none	Supports awareness of religious and spiritual diversity on campus and beyond; engages students in religious and spiritual questions and commitments; Helps BU become a place that supports diversity more broadly	Welcomes diverse religious communities to consider how they are called to connect with emerging adults and with campus outreach generally. Helps religious communities understand the needs of and energy, interest, and capacities of young people to serve and to connect with these aspects of faith communities.
5	Community Screening Program	Non-public preschools and kindergartens	Communication Disorders Program CSD 363	Reciprocally beneficial learning experiences	10 years	1/year	22/year	Internal funds	Provides Butler students the opportunity to learn how to perform hearing and speech screenings while learning about the impact of poverty on childrens' lives.	1000 students per year receive free speech and hearing screenings
6	Butler Aphasia Community	Local residents with Aphasia	Communication Disorders Program/ CSD 460	Reciprocally beneficial learning experiences	1.5 years	1/year	24/year	ICC grants	Provides Butler students the opportunity to learn about aphasia and to develop empathy in working with others	22 residents per semester receive services that are otherwise unavailable in the community
7	Butler CoE Partnership	Pike Township Schools	College of Education	Recipriocal teaching and learning experiences for grades k-6 - providing after school enrichment and teacher support/teaching during school day	12+ years	2	50 a year	none	Provides classroom teaching/learning experiences in a connected school community	Provides lower student to teacher ratio, enrichment, support, and extra "hands" where they are needed most in a school
8	CoE/IPS/Children's Museum Partnership	Children's Museum of Indianapolis and IPS	College of Education	Promote hands-on STEM education through an integrated scientific mystery	10 years	2 (one CoE and one TCMI)	50 a year	through the museum	Connects Butler students to museum resources that support teacher education	Connects BU students with IPS school communities - BU students learn to teach from IPS students and IPS students gain hands-on science experiences - museum gets support for programs
9	BCAS-Metropolitan Youth Orchestra	Metropolitan Youth Orchestra (inner city youth orchestra)	Jordan College of the Arts/ Butler Community Arts School	Reciprocally beneficial learning experiences; provide high-touch mentoring relationships between college music major and underserved youth	11 years	5/year	100/year	variable	Provides teaching and conducting experiences for Butler students with diverse socio-economic populations, and with variety of ages and levels.	Provides ongoing, sequential engagement in arts education; provides exposure to new art forms; creates a year-long relationship between child and college student (who is role model for being a musician but also for college

	Partnership Name	Community Partner	Institutional Partner	Purpose	Length of Partnership	Number of faculty	Number of students	Grant funding	Institution Impact	Community Impact
10	BCAS-IPS partnership	Indianapolis Public Schools (various locations)	Jordan College of the Arts/ Butler Community Arts School	Reciprocally beneficial learning experiences; fill in gaps in arts education offerings that have resulted from public school budget cuts	12 years	6/year	30-50/year	variable	Provides teaching experiences for Butler students with diverse socio-economic populations, and with variety of ages and levels	Provides ongoing, sequential engagement in arts education, especially when no comparable experience is available at school; provides exposure to new art forms; creates a year-long relationship between child and college student (who is role model for being a musician but also for college
11	College Mentors for Kids	College Mentors for Kids	PuLSE/Student Affairs	Mutually beneficial community service	18 Years	1/year	85 per semester	none	Allows Butler University students to serve as mentors to Indianapolis Public School (IPS) students grade 1 st – 4 th . BU students are exposed to younger students who are often from different socioeconomic statuses.	Mentoring 85 plus IPS students afterschool per semester. Topics of discussion are focused on higher education and career, culture and diversity, and community service. Mentors help their "Little Buddies" understand the importance of education, show them the benefits to cultural understanding, and teach them ways to give back to their
12	Butler-Riley Children's Foundation	Riley Children's Hospital	PuLSE/Student Affairs	Mutually beneficial community service and philanthropy	11 Years	1/year	30 Leaders, 360 Dancers		Allows Butler University students raise funds for the Children's Hospital as well as interact with patients and families. Additionally, BU students mentor 7 high schools in their Dance Marathon efforts.	Raised \$128,852.50
13	Butler MBA Fellows Program	Ronald McDonald House, Aspire, Special Olympics, Big Brothers Big Sisters and others	Butler College of Business	Reciprocally beneficial learning experiences	4 years	4/year	11-12/year	8,000/year	Students gain insight into nonprofit boards and the work of their organizations in the community.	Fresh perspective, Fellows' MBA training professional experiences
14	COB Internships	Arthritis Foundation, Indianapolis Children's Museum, Crohn's Foundation, Make-A-Wish Foundation, Indianapolis Zoo, American Diabetes Association, Indianapolis Humane Society, Indiana Symphony Orchestra, and	Butler College of Business	Reciprocally beneficial learning experiences					Provides learning and work experience, students are Butler's ambassadors in their work environment, networking opportunities	College juniors/seniors hired to address business issues and opportunities, new and fresh ideas from the interns, interns become ambassadors for the cause back on campus and in their communities.
15	Student Outreach Clinic	IU School of Medicine	Butler Outreach Pharmacy (students from College of Pharmacy)	Comprehensive care for our community and the tools necessary for access to resources and knowledge related to health and wellness	7 years	2 primary, 15+ multiple volunteers on a rotating schedule	432+	variable	An opportunity for students to practice their clinical skills while considering the economic, social and cultural factors that impact care	Students provide free medications and patient consultation/education on medications, wellness, lifestyle modifications and medication disposal