

BU|BeWell Dimension Implementation Guide

Meaning & Purpose

BU|BeWell is our foundation for a transformative and holistic Butler experience. Through BU|BeWell, we foster a positive environment that helps students, faculty, and staff grow, learn, and be the best version of themselves.

Dimension definition: Meaning and Purpose resources support the ability to reflect on one's values and beliefs, intentionally discern goals and contributions, and explore meaningful steps towards actualizing one's future.

How to implement the Meaning and Purpose dimension into your work:

In courses

- 1) **Create space for values reflection:** Invite students to reflect on the values, beliefs, identities, communities, and lived experiences that shape how they approach the course material. This can be done through a short writing prompt, opening reflection, discussion board, or final reflection. Faculty can also connect students with [The Compass Center's Meaning and Purpose Reflection resources](#), which offer tools for reflecting on values, decision-making, mentors, and vocational story.
- 2) **Connect course content to vocation, contribution, and the common good:** Help students consider how course learning connects to who they are becoming and how they hope to contribute. Possible reflection prompts include: "How might this learning shape the kind of person, professional, neighbor, or leader I am becoming?" or "What responsibility does this knowledge invite me to consider?" Courses with civic or community engagement components can also connect students with the [Center for Citizenship and Community](#).
- 3) **Help students explore possible futures:** Build in opportunities for students to connect academic learning with career exploration, graduate school, leadership, service, community impact, or personal calling. This might include an informational interview assignment, a vocational reflection paper, a career-connected class discussion, or a final project that asks students to name meaningful next steps. Faculty can refer students to [Career and Professional Success](#) for career advising, self-assessment, experiential education, and professional development support.
- 4) **Support students during moments of uncertainty or transition:** Normalize questions of identity, belonging, purpose, decision-making, and future direction as part of the learning process. Faculty can include brief check-ins, reflective advising conversations, or reminders that students do not need to have everything figured out at once. Students who

would benefit from deeper reflective or spiritual support can be connected with [The Compass Center's Spiritual Life and Practices for Well-Being resources](#). Students needing mental health support can be referred to [Counseling and Consultation Services](#).

In the workplace

1) Begin meetings, retreats, or planning sessions with purpose-centered reflection:

Use simple prompts that help faculty and staff connect daily work to larger meaning and institutional mission. For example: “How does this work connect to Butler’s mission?”

“Who is served by this work?” “What impact do we hope this effort will have?” or “What value do we want to guide this conversation?” Teams may also use [The Compass Center's Meaning and Purpose Reflection resources](#) for guided reflection on values, decision-making, mentoring, and vocational story.

2) Encourage staff and faculty to connect professional development with personal and institutional purpose: Supervisors can use annual reviews, retreats, staff meetings, or one-on-one conversations to invite faculty and staff to reflect on strengths, goals, professional development, and the ways their work contributes to the Butler community. Employees can also be connected with the [Staff Training and Enrichment Program](#) for training and career development opportunities.

3) Create room for reflection, prayer, meditation, and renewal: Meaning and Purpose in the workplace is supported not only through productivity, but also through practices that help faculty and staff pause, reflect, and renew. Departments can share information about [The Compass Center, Spiritual Life and Practices for Well-Being](#), and available [meditation, prayer, and reflection spaces](#).

4) Use mentoring and collegial support as a meaning-making practice: Encourage supervisors, faculty, and staff to see mentoring and collegial relationships as more than task support or professional advice. These relationships can help employees reflect on their strengths, values, goals, sense of contribution, and professional growth at Butler. When appropriate, supervisors can connect faculty and staff with [Staff Training and Enrichment Program](#) opportunities, professional development resources, or reflective offerings through [The Compass Center](#).

In programs/events

1) Design programs with reflection before, during, or after the experience: Add a brief reflection question to events, workshops, retreats, service opportunities, and leadership programs. This does not need to be lengthy or formal. Possible prompts include: “What value did this experience clarify for you?” “What did this help you notice about yourself or

others?” “How does this connect to the kind of community we want to build?” or “What is one meaningful next step you want to take?”

2) Connect involvement to identity, belonging, and purpose: Help participants understand that campus involvement can be a place to explore meaning, friendship, leadership, faith, service, and vocation. Program planners can include short moments of intention-setting, storytelling, or reflection that help students connect participation with who they are becoming. Participants looking for additional ways to get involved can be connected with [Student Involvement](#).

3) Include service, community engagement, and civic responsibility: When programs invite participants to engage Indianapolis or the broader community, help them reflect on reciprocity, justice, responsibility, and contribution. Consider adding a pre-service reflection, a post-service debrief, or a conversation about how the experience connects to personal values and community needs. Programs can partner with the [Center for Citizenship and Community](#) or the [Office of Service and Community Engagement](#) to deepen the meaning of service experiences.

4) Make spiritual, religious, secular, and philosophical exploration visible and accessible: Programs should recognize that students, faculty, and staff make meaning in many ways, including through religious traditions, spiritual practices, secular commitments, cultural identities, relationships, service, and personal reflection. Event planners can connect participants with [The Compass Center](#), [Spiritual Life and Practices for Well-Being](#), [religious accommodation and holiday resources](#), and the [BU|BeWell Meaning and Purpose resource page](#).

How to assess whether implementing this dimension has made an impact for our campus.

1) Collect reflection-based feedback before and after implementation: Gather feedback from your audience before implementing changes, then collect feedback again after the changes have been implemented. In addition to satisfaction or knowledge, ask whether participants had opportunities to reflect on their values, connect the experience to their goals, clarify a sense of purpose, or identify a meaningful next step. Possible questions include: “This experience helped me reflect on my values, beliefs, goals, or sense of purpose” and “This experience helped me identify a meaningful next step in my learning, work, relationships, leadership, or future direction.”

2) Track participation and engagement connected to Meaning and Purpose practices:

Keep track of attendance, usage, foot traffic, assignments, meetings, mentoring conversations, reflection activities, program participation, and resource referrals. This can help demonstrate the scope of the Butler community involved in Meaning and Purpose work. Whenever possible, pair participation data with reflection-based feedback so you can show both reach and impact.

3) Create learning or development outcomes specific to Meaning and Purpose: For courses, programs, services, meetings, retreats, or events that intentionally center this dimension, create simple outcomes that name what participants should reflect on, practice, or identify. For example: “Participants will be able to identify one value that shapes their decisions,” “Participants will be able to describe how their learning or work connects to a larger sense of contribution,” or “Participants will be able to name one meaningful next step related to their personal, academic, professional, spiritual, or vocational development.”

4) Use impact statements for smaller groups or deeper experiences: For smaller groups, invite participants to write brief impact statements describing how the incorporation of Meaning and Purpose influenced their Butler experience. Prompts might include: “This experience helped me clarify...,” “I now better understand the connection between my values and...,” “This experience shaped how I think about my goals, future, or contribution by...,” or “One meaningful next step I am taking is...” These statements can capture deeper forms of growth that may not appear through attendance or satisfaction data alone.

5) Look for evidence of meaningful next steps: Because this dimension focuses on reflection, discernment, goals, contribution, and future direction, assess whether participants can identify or take a meaningful next step. This might include seeking a mentor, joining a student organization or service opportunity, accessing a campus resource, revising a goal, naming a reflective practice, or connecting their learning or work to Butler’s mission and the common good.