



CREIGHTON UNIVERSITY

Mission Reaffirmation Report

FEBRUARY 2018

Presidential Review Committee on Mission

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8,393

2016 enrollment

2nd-largest in University's history.
Undergrad: 4,204 | Graduate/Professional: 4,189

 **1** student named
2017 Goldwater
Scholar

 **1** student named
2017 Fulbright
award winner

34% undergrads
participated in
research before
graduation

200 scholarly
research
presentations
by undergrads

TOP 22 university
for internship opportunities
—U.S. News & World Report



nearly **50** active
programs
funded by the
Creighton Global Initiative



No. 1
in the Midwest for the
14th consecutive year



Numerous graduate programs
recognized for excellence

Schools and Colleges

College of Arts and Sciences

School of Medicine

School of Law

School of Dentistry

School of Pharmacy and Health Professions

Heider College of Business

Graduate School

College of Nursing

College of Professional Studies

I. Introduction

With nine schools and colleges across an array of disciplines and professions, Creighton is one of the most complex universities in the country. No other university its size offers such rigorous, multidisciplinary academics coupled with personal attention from faculty-mentors in a faith-based environment. As such, Creighton is uniquely positioned to serve our Jesuit, Catholic mission through a transformative education in service of a diverse, global society.

Nowhere is Creighton's commitment to its Jesuit character more apparent than in the students it develops holistically, teaches, learns with, and graduates. The Creighton experience integrates intellectual, personal, spiritual, and career development through the rigorous study of the humanities and liberal arts along with discipline-specific content so that graduates perform well in their fields—and make their mark upon the world. Whether they become educators, scientists, healthcare providers, social workers, entrepreneurs, or experts across a broad range of fields, Creighton graduates can draw from the liberal arts to imagine new avenues of inquiry, communicate effectively as leaders, and reflect deeply and critically upon the best ways to care for people who

are vulnerable and on the margins of society. Creighton graduates strive to keep ethics, understanding, and empathy at the forefront of all they do, and they go forth from our classrooms, studios, laboratories, clinics, and experiential learning sites to set the world on fire.

Creighton students are known as empathetic, intelligent, discerning, and influential practitioners and citizens who are equipped to engage the gritty realities of the world we inhabit. Striving always to make their mark upon the world, our students are ambitious, frequently of high-quality, increasingly diverse, and highly service-oriented, thanks in large part to the experiences they are afforded while at Creighton University. Our faculty, staff, and administrators work tirelessly to ensure that Creighton students have access to a well-rounded Jesuit, Catholic education.

Our Mission Reaffirmation process confirms Creighton University's commitment to maintaining and strengthening our Jesuit and Catholic mission. The summary of this process in the pages that follow is both more and less than a simple catalogue of the programs, projects, initiatives, and other deeds through

I. Introduction *(continued)*

which we live our Catholic, Jesuit mission. It is more in that it reflects thoughtful consideration of the areas where Creighton is strong and where our community desires more. And it is less in that it does not describe the entirety of what we do for mission, instead focusing on those matters that emerged most clearly in this Mission Reaffirmation process.

To organize the work of the Mission Reaffirmation process, Rev. Daniel Hendrickson, SJ, President, appointed a Presidential Review Committee on Mission. To engage in the Mission Reaffirmation process, our Presidential Committee reflected upon materials developed by the University Office of Mission and Ministry and the ministry offices and committees in the colleges, schools, and operational departments of Creighton University. Some of the materials our Committee reviewed included: documentation from the 2016 Creighton University Area Examen process, documentation from our 2017 Higher Learning Commission accreditation self-study and site visit, data from a 2016 Gallup survey of our students, the University Mission Statement, and the 2016 Xavier University mission survey. Pairs of Committee members were assigned to reflect on each document and were asked to discern the consolations and desolations related to Creighton's mission through reflective reading and prayer over these documents.

In spring 2016, our University community engaged in a campus-wide Area Examen process modeled on the Jesuit daily Examen. Fr. Hendrickson asked each department and unit to gather and reflect on its distinctive contribution to Creighton's Jesuit and communal character, educational mission, and institutional priorities along with our dreams for the future. (The instructions for the Area Examen process are in Appendix A.) Each area of the University then

provided a written summary of the hopes, desires, questions, and concerns that arose during its Area Examen deliberations.

Later in spring 2016, each department and unit designated representatives to participate in communal discernment on the Area Examen materials forwarded from all segments of the University. Dr. Burke-Sullivan, Vice Provost for Mission & Ministry, then convened an Area Examen Review Committee of faculty with qualitative research expertise to review the Area Examen and communal discernment materials, and to identify themes and areas of common focus. Choosing to adopt an Ignatian approach to its work, the Area Examen Review Committee reported its findings as consolations and desolations of the Creighton community to the president in the summer. An excerpt of the report from the Area Examen Review Committee is included as Appendix B of this document.

In fall 2016, Fr. Hendrickson appointed strategic planning committees to assist him in discerning about projects, programs, and initiatives that would respond to the consolations and desolations from the 2016 Area Examen process, advance Creighton's mission, and meet our challenges and opportunities. The ensuing strategic planning process continued to seek and incorporate the campus community's feedback while developing concrete plans and proposals to move the University toward a bolder future. The result was the new *Lighting the Way* strategic plan that was approved by the University Board of Trustees in November 2017. Our Presidential Review Committee on Mission, rather than collecting new information, reflected on the wealth of information that had already been created and gathered during the strategic planning process, including the 2016 Area Examen Review Committee report.

II. Mission

During the process of reflecting on the Mission Statement of Creighton University, our Reaffirmation of Mission Committee was consoled to see how our Catholic and Jesuit character are woven into the fabric of our University Mission Statement.

Creighton University Mission Statement

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

The Creighton University Mission Statement clearly communicates that Creighton is a comprehensive Catholic university that participates in the intellectual apostolate of the Society of Jesus. The Creighton community discerns its identity and mission through evolving processes and gatherings that give space for reflection and sharing on who we are and who we are called to be. Members of the Creighton community collaborate with each other in teaching, research, and service, and engage local, national, and global partners to transform the world. Creighton faculty, staff, and administrators network with the Catholic Church, the Society of Jesus, and other Jesuit colleges and universities in pursuit of our common charge to participate in God's reconciling mission in the world. The pages that follow show how Creighton University has embraced the Society of Jesus' way of proceeding through discernment, collaboration, and networking in our way of epitomizing a Catholic, Jesuit university.

III. Consolations: The Ways Creighton Fully Lives the Jesuit Mission of Higher Education in the United States

Creighton University is often recognized by its peer institutions and agencies as deeply committed to its Jesuit values and mission. Creighton's students, faculty, staff, and administrators recognize the value and importance of the University's Jesuit character. In the Area Examen conducted in 2016, participants from all nine of Creighton's schools and colleges—nearly 75% of employees in every area of the University participated—reported a strong ethos of *cura personalis* across the University, identified a broadly shared passion for and commitment to Ignatian charisms and values, and recognized a shared belief that Jesuit education transforms lives. Too, the 2017 Xavier University Mission study (Appendix C), received just before this report was written, affirmed, among other things, that most Creighton employees understand our mission and Jesuit principles. (The report was not received in time to more fully integrate it into this document.) Indeed, the breadth of awareness of Creighton's mission among our faculty and staff is a central consolation of our current Committee's Mission Reaffirmation Report.

In the words of Fr. Peter-Hans Kolvenbach, SJ, former Superior General of the Society of Jesus, "the real measure of our Jesuit universities lies in who our students become." On this measure, Creighton does very well. Our graduates are known as empathetic, intelligent, discerning, and influential practitioners and citizens who are equipped to engage the gritty realities of the world we inhabit. Striving always to make their mark upon the world, our students are ambitious, frequently of high-quality, increasingly diverse, and highly service-oriented, thanks in large part to the experiences they are afforded while at Creighton University. Our faculty, staff, and administrators work tirelessly to ensure that Creighton students have access to a well-rounded Jesuit, Catholic education.

Recognizing, however, that our efforts to remain committed to our Jesuit identity must be constant, Creighton has recently taken several tangible steps to re-affirm and strengthen our mission. In 2012, the Creighton University Jesuit Community collaborated with the Wisconsin Province of the Society of Jesus to clarify their relationship to each other and the University, and to identify ways in which the University could preserve and promote its Catholic and Jesuit character. A Declaration of Mutual Purpose was signed by our President, the Chair of the Board of Trustees, and representatives of the Wisconsin Province.

Additionally, since the position's creation in 2014, Creighton's Vice Provost for Mission and Ministry has been working with University leadership on a mission formation program for new employees. And, most recently, Creighton's president has worked with the University community on a new strategic plan, with key elements to include reaffirming our commitment to the liberal arts, highlighting the historical foundations of Jesuit education, and launching a Catholic Social Teaching Initiative. We are consoled that Creighton leadership is cognizant that it must continue to take steps to ensure Creighton remains rooted in its Jesuit identity.

Primary Consolations Noted by Our Committee

A. Breadth of Awareness of Mission Among Our Faculty and Staff

An array of Creighton faculty and staff have a broad knowledge of, and admiration for, the Jesuit mission and experience (*United States Characteristics of Jesuit Universities*, 3 & 4). For example, Creighton's 2016 Area Examen (the Area Examen Review Committee report is attached as Appendix B) found that faculty and staff from all areas of the University shared a passion for Ignatian charisms and values. Creighton employees believe that Jesuit education changes lives.

Our self-identified commitment to mission holds up to external scrutiny, as well. In early fall 2017, our national accreditation site visit team noted that:

- Creighton's mission is broadly understood within the institution and guides its operations
- Creighton's mission is articulated publicly, identified clearly, and explained fully
- Creighton understands the relationship between its mission and the diversity of society
- Creighton's mission demonstrates commitment to the public good

We are fortunate to have faculty and staff who are drawn to and cognizant of the Jesuit tradition. Our current institutional awareness of mission helps attract faculty and staff who have the skills and desire to further our excellence. With this strong foundation and a growing number of mission formation opportunities, Creighton is well-poised to strengthen its Jesuit identity and mission heading into the future.

III. Consolations: The Ways Creighton Fully Lives the Jesuit Mission of Higher Education in the United States *(continued)*

B. Breadth of Faculty and Staff Mission Formation Programs

Creighton is committed to mission formation of all new members of our community, as well as ongoing development of those who are already part of our community (*United States Characteristics of Jesuit Universities*, 3 & 4). Through an emphasis on formation, we invite lay staff, faculty, administrators, students, and trustees into a deeper understanding of Ignatian spirituality and participation in Creighton's Jesuit, Catholic mission. Creighton will also seek to encourage faculty and staff to participate in more mission-centric leadership opportunities moving forward. Our lay formation initiatives take on added significance in light of the declining number of Jesuits on college campuses.

Our broad commitment to formation for mission is demonstrated through the following programs:

- Creighton administrators regularly participate in the national Ignatian Colleagues Program of the Association of Jesuit Colleges and Universities (AJCU). To date, 14 faculty and two staff members have participated in the program.
- Approximately 20 faculty, staff, and administrators also have participated in the AJCU's Jesuit Leadership Seminar for current and emerging leaders.
- Creighton holds the annual Ignatian Seminar for faculty and staff that offers a closer examination of St. Ignatius and the Jesuit tradition. The Seminar topics include the social justice, Ignatian Pedagogy, and the Catholic Church. The seminar meets 10 times over the academic year, including an overnight silent retreat and a required academic project. More than 200 faculty members and administrators have participated in the seminar.
- Creighton Colleagues Program (CCP) provides Ignatian formation for faculty and staff leaders. The CCP meets six times in a large group and then in smaller group meetings. Participants—64 to date—are invited to take part in the program by the Offices of the Senior Vice President for Operations and the Provost based on nominations from school, college, and division leaders.
- The Graduate Certificate in the Ignatian Tradition is an advanced formation opportunity for faculty and staff interested in deepening their engagement with Ignatian spirituality. The Certificate program is a three-course sequence that includes an Ignatian Pilgrimage to historically important places in

northern Spain, Paris, and Rome. The Certificate is offered to Creighton faculty and staff as an advanced form of Ignatian formation with a subsidy for travel costs related to the Ignatian Pilgrimage.

In addition to these programs, the University has inaugurated a new NOVICE Formation Program; NOVICE stands for Newcomer Orientation Valuing Ignatian and Creighton Engagement. This program grew out of the participation of two Creighton administrators in the Ignatian Colleagues Program. During the 2016-17 academic year, Creighton University initiated a pilot program to provide Ignatian formation and exposure to the history and culture of Creighton University and the City of Omaha. The pilot program was offered to existing Creighton faculty and staff to receive feedback before implementing the program for all new faculty and staff in fall 2017. The program extends over two semesters of the regular academic year and integrates faculty and staff into common learning experiences and specialized learning. This program does not replace other forms of orientation for new faculty and staff that are unique to particular divisions, colleges, or schools, but does provide a firm foundation in information, formation, and skills appropriate to a Creighton employee from every area of the campus. First-year enrollment in the NOVICE Formation Program is approximately 90 employees.

In addition to the faculty and staff formation programs provided at the University level, our schools, colleges, and divisions provide mission formation programs and opportunities. For example:

- The School of Nursing holds a new faculty and staff orientation focused on University mission, including online modules on mission and Jesuit values.
- The School of Pharmacy and Health Professions offers noon seminars, book discussion groups, and other formation programs on Jesuit mission and identity, Ignatian values, and social justice.
- To meet the needs of Creighton faculty and staff working away from our main campus, an additional cohort of the Ignatian Seminar is now offered at the Creighton University Medical Center—Bergan Mercy campus, which is located approximately 20 minutes away from our main campus.
- Each school, college, and residence hall is assigned a chaplain to work with the administration and faculty on mission-related projects and programs. (Our Phoenix regional campus also has its own Jesuit chaplain.)

III. Consolations: The Ways Creighton Fully Lives the Jesuit Mission of Higher Education in the United States *(continued)*

- Student Life has a yearlong formation seminar for new professionals focusing on student affairs work as it is informed by the Ignatian tradition and teaching pedagogy. The Ignatian Learning Imperative is used to guide the monthly seminars.

One growing challenge in mission formation is to further integrate Creighton's Jesuit, Catholic mission into our expanding work with health care partners off our main campus in Omaha and in Phoenix, Arizona. Our new university strategic plan recognizes this challenge as a priority and commits resources to the mission formation and development of our community members working away from our main campus.

Inherent in the mission and embedded within Creighton's core Jesuit values is its promise to integrate education, service, and faith for the betterment of society. To this end, Creighton invites and supports all members of the community to engage in community-based service and service-learning activities. The Schlegel Center for Service and Justice and the Division of Mission and Ministry coordinate experiences that emphasize accompaniment, service, learning, and reflection for and with marginalized, vulnerable populations. The Office for Academic Excellence and Assessment publishes a monthly e-newsletter, "Update on Service-Learning," to share the breadth and potential of service-learning opportunities. And the newly-created Office of Academic Service-Learning provides workshops, professional development, and other resources for Creighton faculty interested in fostering positive social change through academic service-learning courses and community-based research projects.

C. The Jesuit Character of Our Integrated Humanities as a Clear Driver of Our Students' Transformative Experiences

Creighton embraces our identity as Catholic and Jesuit, and recognizes the critical importance of the liberal arts and humanities to our Jesuit mission (*United States Characteristics of Jesuit Universities*, 2). All Creighton students—not just those studying humanities—receive a well-rounded education that teaches them to be change agents and doers of justice. Our integrated humanities model not only provides discipline-specific education and training, but also equips each learner to answer complex questions and confront gritty realities.

Both in and out of the classroom, Creighton students are formed, informed, and transformed by a myriad

of educational and experiential opportunities. Our University's dedication to the Jesuit traditions of liberal arts and Christian humanistic education is reflected in the following examples:

- The Magis Core Curriculum, designed by our faculty, serves as the cornerstone of a Creighton education and lays a shared foundation for students as responsible citizens of the global community (Magis Core Curriculum Summary, Appendix D). Our undergraduate core curriculum mixes courses in writing and speaking, emphasizes the importance of critical thinking, and engages students in dialogue about life's biggest questions.
- A new service learning program is being developed in the undergraduate colleges to supplement the more extensive existing and planned service learning programs in Creighton's health sciences schools (including Physical Therapy, Occupational Therapy, Pharmacy, Dentistry, and, following the introduction of a revised curriculum in 2019, Medicine).
- The Cortina Community is an intentional sophomore living-learning community that provides students the opportunity to live on campus, united around a core focus on justice, service, and faith; the Cortina community at large engages students in weekly community formation and service, coupled with retreats, immersions, and speakers.
- The Schlegel Center for Service and Justice engages students in community service, reflection, and Ignatian Advocacy in order "to awaken hearts and lives of solidarity to build a more just world."
- Creighton Campus Ministry, working closely with St. John's Parish on the University's campus, provides opportunities for Creighton students to go on retreats, engage in community worship, and grow in their faith.
- The office of the Vice Provost of Mission and Ministry, led by Eileen Burke-Sullivan, STD, provides students with opportunities to integrate faith, education, service, and justice through Creighton's Jesuit, Catholic tradition. Dr. Burke-Sullivan's vice provost position was created in 2014 in an effort to animate Creighton's mission, both institutionally and individually, in the intellectual and faith life of the community. While mission and ministry are present throughout the University in many other ways, the office of the Vice Provost provides significant leadership in these critical areas.

III. Consolations: The Ways Creighton Fully Lives the Jesuit Mission of Higher Education in the United States *(continued)*

- In Creighton's new strategic plan, approved by the Board of Trustees in November 2017, the University made public its goal of "Leading with the Liberal Arts," which devotes significant resources and efforts toward making Creighton a worldwide leader in the integration of liberal arts education into all its curricula, including graduate and professional schools.

Starting with a core that was intentionally selected to provide a congruous liberal arts educational experience for all undergraduate students, and continuing outward into a campus community that enables students to engage with important elements of a Jesuit education—from service learning to worship to reflection—Creighton excels at transforming students and positioning them to make a positive impact on the world. In a recent Gallup survey (Appendix E), 74% of undergraduate students, 76% of graduate students, and 85% of professional students agreed or strongly agreed that Creighton's faculty and staff helped them develop greater empathy and compassion.

D. Commitment to Global Engagement

Creighton recognizes that our Catholic, Jesuit mission requires that we cultivate a global consciousness and praxis among our faculty and students (*United States Characteristics of Jesuit Universities*, 4). Through the work of the Creighton Global Initiative and other global engagement, our faculty and students bring the lives of those at the margins into their lived experiences. Campus courses, immersion abroad, and other engagement develops an understanding of our global neighbors, and brings them to our community.

The Global Engagement Office (GEO), led by Dr. René Padilla, Vice Provost for Global Engagement, facilitates campus-wide advocacy and supports the implementation of Creighton's goals for international education and exchange as members of an increasingly complex global society. The GEO's Mission Statement demonstrates its comprehensive charge:

The GEO will expand Creighton's capacity to serve in solidarity with neighbors and nations to bring expertise, innovation, compassion, and leadership as committed partners in meeting the complex challenges of the present and in realizing the possibilities for the future on a local, national, and international scale.

In addition to coordinating study-abroad opportunities in nearly every country of the world, the GEO oversees partnerships with institutions in twenty-one countries, and facilitates work with international networks that offer opportunities for engagement with the world.

A significant new program to promote global engagement is the Creighton Global Initiative (CGI), which was established by Fr. Hendrickson in his presidential inaugural address in October 2015. In announcing the formation of CGI, he noted that the mission of Jesuit education is to inspire students to reach beyond their boundaries to fulfill their potential and to engage in the service of faith and the promotion of justice.

In the first round of funding, announced in spring 2016, CGI supported work in several areas, including support for current academic and institutional efforts, critical and creative thinking, forming international relationships, and engaging world crises. In May 2017, CGI deepened and broadened Creighton's global and cultural understanding along with its local outreach through the second annual round of grants. Fifteen projects received \$1 million in funding in four categories: deepening our understanding of the local as global; opening up our mind, hearts, and souls to the world in unique ways; upholding the dignity of all people; and bringing a global perspective to our research mission.

The new strategic plan further develops Creighton's commitment to global engagement through two new initiatives. First, the planned Institute for Global Studies will harness Creighton's expertise to deliver a world-class education through service-learning, develop a degree in sustainable international development that uniquely integrates our Jesuit, Catholic mission and tenets of Catholic Social Teaching, and enable faculty, staff, and students to engage meaningfully in innovative research on pressing global issues.

Second, our global engagement also focuses on preserving our common home—the created world that sustains life and supports our efforts to serve the Creator—through programs, projects, and course work on sustainability. The wisdom of the Catholic Church and the Society of Jesus espouse that sustainability and the care for our common home are intrinsic to Christian life. Through our presidential initiative, Creighton

III. Consolations: The Ways Creighton Fully Lives the Jesuit Mission of Higher Education in the United States *(continued)*

has made great strides in these areas. However, Pope Francis, in his ecological encyclical *Laudato Si'* (consistent with St. John Paul II, Pope Benedict XVI, and the Society of Jesus), calls us to do more. One response is the development of a new degree program in sustainable international development through the Institute for Global Studies. A second response will include planning with sustainable initiatives for our own campus facilities and life practices. A third response—especially animated by our Jesuit, Catholic mission—will be a renewed commitment to promoting ecological justice at Creighton and within society at large.

A Global Eco-Village, which we hope to create in the near future, will gather domestic and international students and scholars in an intentional community where they can engage with diversity across the spectrum of differences, understand how their actions affect both local and global communities, and use their knowledge, careers, and privilege to address the world's most pressing and enduring issues. Designed as a living and learning community, the Global Eco-Village will facilitate new, or integrate with, existing high-impact educational practices on our campus, including seminars and experiences, collaborative assignments and projects, and service-learning, among others. Through a combination of sustainable living, civic engagement, and reflection on Catholic social teaching, the global eco-village will provide students with a forum for learning, experimenting, exploring, and committing to increasingly sustainable practices. Through the Global Eco-Village, Creighton will further operationalize the service of faith that does justice, as students reflect on how to implement Catholic social teaching.

We also recognize the limits to our current efforts. While we have provided service to local and global communities, we do not consistently engage to change the structures and systems that oppress our global brothers and sisters. For example, our faculty and students in the health professions provide needed health care services in the Dominican Republic. Along with local partners, Creighton University has made a significant contribution to building local capacities by training members of poor communities to serve as primary health workers. Further, resilience in those poor communities has been nurtured through unique water quality programs. Yet, our work to date has not explicitly or directly addressed deficits in the country's

health care system, or how our participation may enable the persistence of some deficits in that system.

We respectfully note that Creighton's work on global sustainability goes beyond service efforts described in Characteristic 4. The care and concern for our common home is of a piece with serving the poor and those on the margins, and in seeking justice. Indeed, those with privilege and resources contribute disproportionately to environmental degradation that often impacts those most in need. Environmental justice is another important way we can live Characteristic 4 through our course work, campus life, and service.

E. Creighton Jesuit Community's Collaboration with Colleagues on Catholic and Jesuit Mission Formation

Creighton is fortunate to have one of the largest Jesuit communities in the entire network of 28 Jesuit colleges and universities, and the Jesuits at Creighton work diligently to further Creighton's Catholic and Jesuit mission (*United States Characteristics of Jesuit Universities*, 6). The Jesuits who live and work at Creighton serve as tenure-track faculty members, administrators, staff members, development office personnel, advisors to administrators; lead the community in prayer; and help Creighton remain grounded in its Jesuit, Catholic tradition. Looking to the future, we anticipate that the number of Jesuits working at Creighton will be smaller. For a number of years, Jesuits have been collaboratively working with their colleagues on campus to ensure that all Creighton faculty and staff, both Jesuit and lay, have a deep understanding of our Catholic and Jesuit mission.

Just a few of the many positive impacts of Creighton's Jesuit community are listed below, and include numerous examples of how Jesuits at Creighton University are working as partners in mission with their University colleagues:

- Full-time tenure-track Jesuit faculty members serve on numerous committees and in departments at the University in which they help to keep the Catholic and Jesuit mission of the University integrated at all levels of the University's operations.
- The Deglman Center for Ignatian Spirituality promotes, explains, and encourages the Ignatian identity of Creighton's mission by providing opportunities for staff, faculty, and students to

III. Consolations: The Ways Creighton Fully Lives the Jesuit Mission of Higher Education in the United States *(continued)*

engage in spiritual conversations; the Center is currently working on an annotated form of the Spiritual Exercises for faculty and staff.

- Jesuits on Creighton's campus provide spiritual direction for faculty, staff, administrators, and students.
- Jesuits facilitate and encourage mission-based reflection and activities in our schools and colleges; chaplains across the schools and colleges provide spiritual care, coaching, and formation to their respective communities.
- Jesuit instructors are making an annotated form of the Spiritual Exercises available to undergraduate students through a capstone course.
- Creighton Jesuits Rev. Larry Gillick, SJ, and Rev. Greg Carlson, SJ, began Ignatian Wisdom groups for senior undergraduates and professional students to provide an intimate space for personal reflection and mutual sharing in learning the process of reflection and discernment in the Jesuit tradition. An average of 100–125 students participate in these groups each year. Facilitators are Jesuit and lay persons trained in the interaction with such groups.
- Jesuits provide a yearly appreciation dinner for staff, at which the St. Ignatius Award is offered; the award recognizes staff who live the spirit of St. Ignatius through their participation in the mission of Creighton.
- Daily, Jesuits celebrate Mass and the Sacrament of Reconciliation on campus at St. John's Church, and in chapels across the campus.
- Jesuit faculty support and accompany student organizations including: Creighton's Catholic Student Organization, the Knights of Columbus, and Creighton Students for Life.
- Creighton's president is a Jesuit, and collaborates with the Jesuit community on campus (as well as the international Society of Jesus) to further the University's mission.

Again, Creighton recognizes how fortunate it is to have such a large community of Jesuits living and teaching on campus. Creighton students, staff, and faculty speak often about their appreciation for the Jesuit presence on campus, and the Jesuits are a critical component of the Creighton experience.

F. Service to the Local Catholic Church and the Omaha Community

Creighton University embraces the critical relationship with the local Catholic Church and the Omaha community. *Ex Corde Ecclesiae* speaks to the relationship with the local Church, expecting the university "to be in close communion with the local Church and in particular with the diocesan Bishops," and "consistent with its nature as a University, ... contribute to the Church's work of evangelization." In *The Application of Ex corde Ecclesiae for the United States*, the United States Conference of Catholic Bishops addressed this relationship:

Within their academic mission of teaching and research, in ways appropriate to their own constituencies and histories, including their sponsorship by religious communities, institutions offer courses in Catholic theology that reflect current scholarship and are in accord with the authentic teaching of the Church.

Many cooperative programs, related to Gospel outreach, already flourish throughout the country. It is highly desirable that representatives of both educational institutions and Church authorities jointly identify, study, and pursue solutions to issues concerning social justice, human life and the needs of the poor.

Characteristic 5 of the *United States Characteristics for Jesuit Universities* embraces this collaboration: "The University offers educational and formational programs and resources that build up the local Church; in union with the local Church, it also provides a locus where people of faith can wrestle with difficult questions facing the Church and the world."

As a Jesuit, Catholic university, our institutional response to Catholic Social Teaching challenges us to be more fully open to the Omaha neighborhoods that surround us, addressing poverty and other significant issues. To answer this call, Creighton's strategic plan provides seed funding for research and innovative approaches to enhance, expand, and coordinate partnerships Creighton has already established with North and South Omaha. A potential place-based model, complemented by academic service-learning opportunities for students, would feature a collective-impact approach to community outreach efforts that

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would collaboratively address the needs and ignite the passions of our students, faculty, staff, and community partners.

Some examples of how Creighton provides education, formation, service, and support to our local Church and the Omaha community include:

- The College of Nursing provides on-site health care services to the Catholic schools in the Archdiocese of Omaha.
- Dr. Heather Fryer, Fr. Henry W. Casper, SJ, Professor of History and Director of the American Studies Program, has participated in developing materials supporting the canonization of Fr. Edward Flanagan, the founder of Boy's Town home for orphaned and troubled youth.
- The Education Department has partnered with a number of Catholic archdioceses and dioceses in the United States to develop leadership institutes. These institutes provide a way for Catholic schools to identify and prepare the next generation of leaders for Catholic schools.
- The Education Department is developing new partnerships with Catholic elementary and secondary schools to enhance the preparation of future teachers for Catholic schools.
- Project Homeless Connect Omaha is a one-day event that serves community members who are experiencing homelessness by providing health screenings and access to community resources in a single facility on the Creighton campus.
- Creighton's Magis Catholic Teacher Corps provides about 30 teachers each year to work in Catholic schools in the Midwest, and many of these schools serve racially and ethnically diverse students, immigrants, and American Indians.
- The student-founded, student-run Magis Clinic inside the Siena/Francis House in Omaha provides health care to the area's homeless.
- The CHI Creighton University Medical Center University Campus, located just north of the main campus, was intentionally placed in North Omaha and provides much-needed service to the North Omaha community, and refugee population. (Creighton and CHI were lauded for their inclusion of a substantial number of minority contractors throughout the construction process.)
- Creighton's current Master of Arts in Ministry program was designed in cooperation with the Omaha Archdiocese. When the program transitioned to an online format, Creighton was one of the first Jesuit universities to teach ministry in that manner.
- Creighton's Community Health and Well-Being Center in North Omaha, in conjunction with the 75 North Initiative, aims to create healthy, sustainable, mixed-income communities in the Highlander neighborhood of North Omaha.
- This IGNITE speaker series was created in 2015 to honor the memory of Rev. William Harmless, SJ. The series is an exercise in public theology that is designed to bring Creighton's Jesuit, Catholic heritage to a wider audience. These talks are supported by the Creighton Jesuit Community and the College of Arts and Sciences.
- The Creighton Immigrant and Refugee Clinic at the School of Law provides legal assistance to a vulnerable population through legal services for asylum seekers and refugees, unaccompanied minors, and victims of human trafficking or other abuse.
- The School of Law's Poverty Law Program educates Creighton law students about the legal, political, and social challenges facing those living in poverty, while providing assistance to those in the Omaha community who cannot afford critical legal services.
- The Athletics department makes facilities available to the local community. This year, for example, Athletics donated millions of dollars worth of facility time, tickets, camps, and autographed memorabilia to nonprofit organizations. Our student-athletes and coaches also contribute over 8,000 community service hours annually.
- The Masters program in Christian Spirituality has formed over 800 spiritual directors in the Ignatian Tradition.

G. Centers and Institutes that Promote Catholic and Jesuit Identity

Characteristic 2 of the *United States Characteristics of Jesuit Universities* calls for university centers and institutes that focus on Jesuit, Catholic values and that make connections to the Jesuit intellectual tradition. It is Important to note that, at Creighton, all of the University's institutes, programs, and classes honor and elevate the Jesuit intellectual tradition. In Creighton's new strategic plan, all programs are called to integrate lessons from the humanities into

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their curricula. Therefore, a list of centers and institutes at Creighton that promote and value Catholic and Jesuit identity would look more like a catalog than a pointed list.

However, not all programs and institutes at Creighton make the promotion of Catholic and Jesuit values their central focus. While our philosophy and pharmacology programs, for example, might call students to think critically and otherwise engage with the Ignatian educational tradition, they do not exist solely to promote social justice, Christian theology, and other areas of concern to the Society of Jesus. The centers and institutes listed below, then, are not those that include as part of their focus elements of the Jesuit, Catholic tradition; rather, they are those centers and institutes for whom the promotion of such topics is the single or central goal.

Creighton has a variety of centers and institutes that strongly promote Catholic and Jesuit identity, including:

- The Schlegel Center for Service & Justice, which engages students in relational service, promotes understanding of the causes of domestic and international poverty and injustice, as well as the moral obligations and principles for social and political action found in Catholic Social Teaching; key partners for its Ignatian advocacy include Catholic Relief Services and the Ignatian Solidarity Network
- The Center for Catholic Thought, which serves students, faculty, staff, and the local Catholic community through a series of programs designed to explore and promote the Catholic intellectual tradition, such as the Catholic Comments podcast, as well other lectures and seminars related to the Catholic intellectual tradition
- The Deglman Center for Ignatian Spirituality, which shares the gifts of the Spiritual Exercises through spiritual direction, retreats, and workshops for students, faculty, and staff for personal and corporate growth
- The Institute for Priestly Formation (IPF), which aims to help priests and seminarians live in intimate and unceasing union with God through specific programming such as summer programs for seminarians and retreats; since 1995, IPF has offered programs to over 2,600 seminarians, over 700 priests, and many additional vocational and seminary personnel
- The Institute for Latin American Concern, an international, Catholic, Jesuit-inspired, collaborative healthcare and educational organization in the Dominican Republic that exists to promote the integral well-being and spiritual growth of all participants
- Campus Ministry, which offers opportunities for worship, prayer, support, and formation within the Creighton community; Campus Ministry hosts annual religious services like the Interfaith Prayer Service, and offers retreats and opportunities to participate in the Sacraments of Initiation, the Eucharist, and Reconciliation
- The Theology Department, which not only teaches students theology and engages them with great problems of society and culture, but also connects students and members of the Creighton community to programs and services that form them in the Catholic faith
- The Creighton University Retreat Center, at which Creighton hosts retreats for a variety of groups throughout the year

As is evident from this description, Creighton students, faculty, and staff have a myriad of centers and institutes through which they can engage Jesuit, Catholic ideas. These centers and institutes augment the already impressive undergraduate curriculum, as well as the various other opportunities on campus for strengthening one's ties to the Catholic faith. All members of the Creighton community have countless opportunities to work directly with issues of social justice, service, Jesuit and Catholic thought, and the Ignatian intellectual tradition.

H. The Creighton Community Gathered in Prayer

The Creighton community has a variety of places and ways in which we gather for prayer and religious worship (*United States Characteristics of Jesuit Universities*, 3). These places and opportunities are organized and overseen by the Creighton Division of Mission and Ministry through its departments: Campus Ministry, Collaborative Ministry, the Deglman Center for Ignatian Spirituality, the Retreat Center, and the John P. Schlegel, SJ, Center for Service and Justice. These programs, services, and other opportunities include:

- Annual celebration of the Mass of the Holy Spirit at the start of the academic year

III. Consolations: The Ways Creighton Fully Lives the Jesuit Mission of Higher Education in the United States *(continued)*

- Annual Interfaith Prayer Service to celebrate the common call of our faith traditions to work and pray for peace in our global family
- Numerous daily Masses and six Sunday campus-wide Masses, as well as daily confession
- Residence Hall chapel Masses each evening Monday through Thursday
- Regular Mass in the Criss Health Sciences Complex chapel
- Christian Life Communities, overseen by Campus Ministry, provide a place for Creighton undergraduate students to meet weekly for reflection and sharing to build community and grow in their faith and spirituality
- Eucharistic Adoration on Monday evenings in St. John's Church
- Creighton's Online Ministries provides a wide variety of online prayer resources, including daily reflections, online retreats, Stations of the Cross, and weekly guides for daily prayer
- The University, as well as its academic and administrative units, provide numerous retreat opportunities for faculty, staff, and students. Some of these retreats are hosted at Creighton's dedicated retreat facility in Griswold, Iowa, which has a full-time director and staff
- Mass for members of the Creighton Board of Trustees as they gather for quarterly meetings
- Annual celebration of St. Francis Day in support of sustainability
- Anatomical Donor Mass for the School of Medicine
- TheoloJay on Tap is a meeting place for students, particularly those young adults in Creighton's graduate or professional schools, to build community and learn and reflect through challenging and enriching conversations on topics of faith in the world today
- Send-off Prayer Services for the Spring and Fall Break Service and Justice Trips
- Post-Graduate Volunteer and Religious Life Missioning Ceremony held during graduation weekend
- School of Law Annual Red Mass, which invokes the blessing and guidance of the Holy Spirit for the legal profession at the beginning of a new court term
- Student organizations through which students engage their faith under their own leadership (A full list of faith-based student organizations is included as Appendix F)

Creighton is fortunate that its campus church, St. John's, is also a full parish in the Archdiocese of Omaha with a designated territory that extends beyond the Creighton campus. In addition to regular daily and weekly Mass times for parishioners, St. John's Church also holds three Masses on Sunday evenings to better serve Creighton's student population. St. John's Church is also a focal point for spiritual celebrations and moments of grieving and remembrance. Pastor Fr. Lorn Snow, SJ, works with the Parish Pastoral Council and other leadership groups, which include Creighton students, to oversee the administration of all aspects of parish life, including parish worship, service, and faith formation. In this and other ways, the St. John's Parish community works with and supports the faith life of the Creighton community.

The 2016 Creighton Gallup survey shows that students with an active prayer and faith life are more likely to thrive at Creighton:

- Undergraduate students who reported that they participated in three or more faith development or service and justice opportunities over a one-year period were more likely than those who participated in fewer opportunities to:
 - be engaged with school
 - strongly agree they have a deeper understanding of their beliefs
 - practice daily worship/prayer
 - strongly agree they have a global perspective on life
- Undergraduate students who participated in four or more charitable activities or events, such as volunteering, giving, liturgical and ministerial activities, or retreat experiences over a one-year period were more likely than those who participated in fewer activities to:
 - be engaged with school
 - be thriving in 4 or 5 well-being elements
 - attend weekly worship
- Undergraduate students who strongly agreed that they spent time in worship or prayer daily were 2 times more likely to be thriving in 4 or 5 well-being elements than students who did not strongly agree.

This data shows the importance of maintaining robust worship opportunities for our campus community, and promoting even greater participation in the future.

III. Consolations: The Ways Creighton Fully Lives the Jesuit Mission of Higher Education in the United States *(continued)*

I. Reminders of Catholic and Jesuit identity

Just as Creighton students are continually engaged in the University's Jesuit, Catholic mission and identity through the classes they take and service they engage in, they are also reminded of our mission and identity through a variety of symbols and statues around campus. Members of the Creighton community, whether students or employees, spend a considerable amount of time around and on Creighton's campus. The placement of visual symbols of our Catholic and Jesuit identity means that the time our community spends in our space serves as yet another opportunity to engage with Creighton's mission.

Reminders of our Catholic and Jesuit identity on campus include:

- The Jesuit Gardens, connected directly to the Jesuit residence, which contain a Sacred Heart Statue and Marian Grotto and provide members of our community a space to reflect and pray
- Several fountains devoted to the Holy Spirit and Magis
- A perpetual flame dedicated to the spirit of Jesuit education, and which calls our students to set the world on fire
- The IHS symbol as a theme in art and architecture across campus
- A prominent statue of St. Ignatius on a high-traffic section of the mall
- Prominent panels throughout hallways of several academic buildings (e.g. Reinert Alumni Library, the Eppley Building, and the Rigge Science Building) that provide short summaries of Jesuit history, and important Jesuit historical figures
- Crucifixes in every classroom
- St. John's Church in the heart of campus
- Chapels in the residence halls where Mass and Eucharistic Adoration are celebrated

Creighton students live among reminders of our Jesuit identity. In conjunction with our University's efforts in education and formation, the visual representations of our mission remind everyone at Creighton that our purpose is to serve for God's greater glory.

IV. Desolations: The Ways Creighton Strives to More Fully Live the Jesuit Mission of Higher Education in the United States

While we pride ourselves on living out our Catholic, Jesuit mission, we are not blind to the limitations to our efforts. The 2016 Area Examen process sparked conversations about desolations with regards to our mission, such as: a need for more commitment to hiring for mission; a lack of faculty, staff, and student diversity; a tension between our identity as an American university and a Catholic university; and a hunger for stronger service-learning opportunities at the undergraduate and graduate levels. These desolations, or areas for growth, in living our Jesuit mission identified by faculty and others have already catalyzed changes in programs and operations, and University leadership remains committed to improvement in these areas. Our Lighting the Way strategic plan seeks to address many of these desolations, including diversity, service learning, and sustainability.

The growth areas identified by the Creighton community in the 2016 Area Examen represent only one part of the broader conversation within the University about our Catholic, Jesuit mission and identity as we move into the future, and point us toward challenges we must address moving forward. More broadly, we are acutely aware of national shifts towards secularism, a growing culture of divisiveness in America, and a declining number of young men entering the Society of Jesus in the United States, all of which may present challenges to Creighton's ability to successfully execute its mission. Nonetheless, by recognizing areas we can continue to improve and by working to build on our strengths, we remain committed to serving as an apostolate of the Society of Jesus.

An important theme in the desolations described below is the extent to which we are already working to course correct where appropriate. With regards to the diversity of our community, for example, Creighton is nearing the end of a search for its first-ever Vice Provost for Institutional Diversity and Inclusion, who will be charged with engaging the University in the complex problems of equity, inclusion, and social justice. And, recognizing the critical importance of mission-oriented lay faculty and staff to carry out our mission, the University continues to invest and engage in programs and policies to help ensure all hires come on board prepared to live out our mission.

These desolations, then, are listed not with fear for our future, but with confidence that, with the help of God, we are prepared to address whatever new challenges may arise.

Primary Desolations Noted by Our Committee

A. Faculty, Staff, and Student Diversity and Inclusion

Increasing Creighton's racial and ethnic diversity will allow us to more fully collaborate to achieve and broaden our Catholic and Jesuit mission with people from different cultures, communities, and contexts (*United States Characteristics of Jesuit Universities*, 3). The need for greater diversity at Creighton surfaced in many ways over the last two years. During the campus-wide Area Examen process in spring 2016, lack of racial and ethnic diversity arose as a desolation alongside a desire for a more inclusive community. Similar voices were heard during the Town Halls and other forums that Fr. Hendrickson convened during our strategic planning process, which is now entering the implementation phase. The various faculty, student, and staff representative bodies raise this concern on an ongoing basis as they share feedback with University leadership. The yearning for greater diversity and inclusion is consistent and clear.

Our Committee recognizes that the composition of the Creighton community does not reflect the racial and ethnic diversity of the Omaha Metropolitan Area or the world in which our graduates will live and work. Recognizing that our Catholic faith and intellectual tradition can only grow stronger through collaboration and understanding, we desire to move forward with important initiatives related to diversity. A first step is to recruit and retain an increasingly diverse faculty, staff, and student body that, at minimum, reflects the demographic diversity of our surrounding Omaha community. We will do this through intentional and creative efforts to broaden the pool of faculty, students, and staff from which we recruit, as well as by attending to recruiting practices and policies that can fulfill this commitment. And, as noted in Part VI below, our efforts in hiring for mission may aid in this effort.

One clear benefit of this recruitment initiative will be the inclusion of Hispanic and Latinos in greater numbers within our Creighton campus community and

IV. Desolations: The Ways Creighton Strives to More Fully Live the Jesuit Mission of Higher Education in the United States *(continued)*

among our alumni. Throughout the Catholic Church in the United States, efforts are underway to reach out to the burgeoning population of Hispanic and Latino people and Creighton also desires to participate in these efforts.

At the same time, a commitment to diversity and inclusion means much more than increasing our numbers of racially and ethnically diverse people and persons from other underrepresented populations. We must also foster a necessary evolution of our culture by developing a diversity-related curriculum and recognizing the interconnectedness of race, gender, social class, religion, and other such facets of our identities. Increasingly, our students represent a generation that is coming to expect this level of sophistication and inclusivity. Creighton, in turn, must respond with acceptance, celebrate the richness of its diversity, and welcome all those who join our community. As we note in our University Mission Statement, the Creighton community has a rich tradition of Catholic and Jesuit values that will guide our efforts in the areas of diversity and inclusion.

An inaugural Vice Provost for Institutional Diversity and Inclusion will bring focus and energy to our important work in this area, and will build upon work already underway on Creighton's campus. (A 2014 statement on diversity and inclusion, sent to the campus community before the start of the school year, is included as Appendix G). To inform this work, we will administer a campus climate survey to students and review possible subsequent surveys for faculty and staff. Additionally, Creighton will ensure responsiveness of structures, policies, and processes to eliminate bias and exclusion; institutionalize intergroup engagement that facilitates learning; and develop opportunities for community members to explore their heritage and express themselves in terms of their identities. Building an inclusive culture will also manifest in the establishment of a Presidential Committee for Diversity and Inclusion, chaired by the incoming vice provost. A transitional roadmap detailing reporting structures, resources, and responsibilities will help this incoming leader generate momentum upon arrival.

Moving beyond merely recognizing diversity, to living as part of an inclusive community, will take time and persistence. This work will not be easy, and will

require the sustained commitment of our people and resources. We regularly challenge students' ways of thinking and acting based on our Catholic and Jesuit tradition, values, and documents. We will need to explore what diversity means in light of our tradition, rather than basing it on definitions of diversity presented from other sources. This is work we must do if Creighton is to engage the complex problems of equity, inclusion, and social justice based on our Catholic and Jesuit traditions, and foster a welcoming environment where students, faculty, and staff—from diverse walks of life—can see, and be, themselves.

B. Faculty and Staff Formation in the Spiritual Exercises

To strengthen the Jesuit, Catholic character of our University, we must develop a critical mass of lay faculty and staff who know the mission through an intentional formation process focused on the Spiritual Exercises. This is something we are working towards but have not yet accomplished fully.

In the Consolations section above, we describe several efforts currently underway to make the Spiritual Exercises more accessible to lay members of the Creighton community, including an abridged version of the Exercises and activities to accompany them, as well as retreats and reflections to directly engage with the Exercises. In addition to these efforts, the Creighton Collaborative Ministries Office maintains an Online Retreat webpage that offers a thirty-four week guided Spiritual Exercises in everyday life. The Online Retreat consists of web pages with guided reflections and scripture passages, as well as links to audio files. The Online Retreat contents are available in other languages, and can also be purchased as a paperback book. The Creighton Online Ministries page had over 70 million hits in 2017.

The Senior Director of Ignatian Formation and Ministry for Faculty and Staff accompanies, via monthly sharing, a group of 10 faculty and staff who are making the Online Retreat this academic year. The Director of Collaborative Ministry is accompanying, via weekly emails, another group of 8 faculty and staff who are making the retreat without being in a sharing group. Over the past 15 years, over 200 faculty and staff have made the online retreat this way. Many more have made the retreat on their own.

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The Online Ministries website also has Audio Retreats based upon the Spiritual Exercises. These audio retreats are easily downloadable and used on a smartphone or in a car while driving. The Online Ministries site also contains a number of other resources based on the 18th Annotation of the Exercises, where the Daily Reflections, the Weekly Guide for Daily Prayer, the Seasonal Resources, and other parts of the site offer what Ignatius imagines as preparation for learning the life of prayer and readiness for the Exercises. The online retreat website had over 162,000 clicks in 2017.

We are also developing new opportunities for spiritual formation for faculty and staff. Our feeling of a need for growth in this area arises from the level of participation in these spiritual formation activities as reflected in information from the 2016 Area Examen and in conversations with Jesuits at Creighton. Moving forward, we will create new strategies to encourage faculty and staff participation and explore how all faculty and staff can have some beginning level experience with the Spiritual Exercises as a way to encourage deeper participation.

C. Affordability of a Creighton Education

The 2016 Area Examen and our ongoing strategic planning processes have identified a deepening concern among Creighton personnel with the rising cost of a Creighton education (*United States Characteristics of Jesuit Universities*, 7). Tuition increases impact the ability of students and families to afford Creighton, especially middle- and low-income families. In addition, these rising costs disproportionately affect racial and ethnic groups and first-generation college students, which works against our efforts to build and sustain a diverse student body. Diversity is further affected when other institutions offer significant scholarships and other financial aid to recruit from the same student population. Therefore, in order to remain a realistic choice for the students we wish to enroll,

Creighton must address the challenges posed by rising costs.

As a result of our strategic planning process, we have already recognized affordability as an important challenge along with measures to address this challenge. First, a Comprehensive Campaign, the

largest in the history of Creighton, is underway with a focus on building philanthropic support to increase student scholarships and other financial aid through endowed and annual scholarships. Second, Creighton will continue its intentional efforts to be responsible stewards of our resources through continuous review of its academic, administrative, and operational resources. Savings from these efforts will help moderate tuition increases and fund student scholarships. We do note, however, that a perceived need to “do more with less” was a desolation among our faculty and staff that emerged during the 2016 Area Examen process. University leadership must remain attentive to the need to care for our people while also stewarding our resources.

D. Effective and Transparent Communication and Decision-Making

Characteristic 1 of the *United States Characteristics of Jesuit Universities* challenges our University leadership to remain committed to the mission of our Catholic and Jesuit University. Through decision making processes, as well as by decisions that are made, our leadership is called upon to model our mission. In the 2016 Area Examen (Appendix A), participants remarked that leadership has taken too long to make decisions; that not everyone in the University is committed to collaboration; that initiatives and terms are sometimes not clearly defined; and that there need to be better systems for communication across all groups on campus, from leadership to new staff and everywhere in between.

Our previous efforts at strategic planning serve as an example of our personnel's experiences of ineffective communication. The last strategic plan, approved and launched in 2015 under a previous president, encountered intense criticism based on a perceived lack of collaboration in the planning process. This criticism reached a peak when the Faculty Council issued a vote of no confidence in the 2015 strategic plan.

While these concerns from the past have not been eliminated altogether, they have been mitigated significantly in a number of ways. Perhaps most notably, the new strategic plan, approved by the Board of Trustees this November, 2017, involved hundreds of members of the University community throughout its

IV. Desolations: The Ways Creighton Strives to More Fully Live the Jesuit Mission of Higher Education in the United States *(continued)*

formation, including expert groups of faculty and staff (Appendix H). Many of the same individuals involved in the creation of the strategic plan will also be charged with helping to execute it. This strategic planning process has been intentionally collaborative, largely in response to criticisms leveled at the 2015 strategic planning process.

In addition to a more collaborative and inclusive strategic planning process, Creighton's leadership team has taken additional steps to improve communication. For example, our president and provost share regular and timely updates with all personnel about important issues affecting the University, deans of colleges and schools provide additional communications, and faculty and staff are encouraged to participate in planning and decision making. Complex issues facing Catholic and Jesuit higher education in the United States can make clear and transparent communication a challenge, and the numerical size of our faculty and staff results in additional communication and collaboration challenges. So, being clearly united around our Catholic and Jesuit mission, talking about our mission, and living our mission together will continue to result in challenges to be met, controversies to be addressed, and new growth. Our shared mission as a Catholic and Jesuit University can provide a common goal and way of proceeding for everyone at Creighton. Our ongoing challenge will be to communicate, discern, and proceed together based on principles that flow from our Catholic and Jesuit mission.

E. Challenges to Catholic, Jesuit Mission from Geographical Expansion

Creighton continues to expand and explore educational opportunities beyond its Omaha campus. Already, it has a program for third- and fourth-year medical students in Phoenix, Arizona; an institute in the Dominican Republic; a global presence through study abroad and other international programs; a nursing partnership several hours north of Omaha; and a variety of online degree programs that serve students from all over the United States and the world. Creighton has aspirations to build a full medical school and health-sciences campus in Phoenix, while continuing to expand its global partnerships and online degree programs.

While this geographic and online expansion presents terrific promise for the University, it brings with it the need to be alert to our Jesuit and Catholic mission (*United States Characteristics of Jesuit Universities*, 1, 2, & 3). It is easier to guarantee that students will graduate with an eye for mission and a true Jesuit educational experience when those students are on campus to take courses and engage in University-sponsored activities. As we increasingly move beyond our Omaha campus, our challenge will be to ensure that the expanded impact we have flows from the mission of the Society of Jesus to share the Good News with all the world.

Fortunately, the strategic execution of Creighton's expansion means that the University has the time and resources to ensure a continued mission focus. Creighton is in the process of hiring a vice provost to oversee the medical program in Phoenix; the vice provost will go through Creighton's normal mission-based hiring program, will be educated on mission during onboarding, and will be charged with, among other duties, ensuring the Phoenix medical and health sciences programs are held to the same high standard as all of Creighton's Omaha-based programs. Creighton professors who teach online are called upon and given tools to make mission and Jesuit identity a focus of programs attended by students from thousands of miles away. Elsewhere, other international programs are led by Creighton personnel who are sensitive to the needs of a Jesuit education, and passionate about it.

Another mitigating factor is, thankfully, our students. Students who attend Creighton are drawn to our Jesuit mission and are made aware of it from the day they start their admissions process. Outside personnel who have interacted with Creighton students in programs not local to Omaha often remark about how different our students are—they are passionate, driven experts who live out our mission on our behalf. As Creighton continues to expand, we are confident that our students will remain successful executors of our mission, vision, and values.

V. Forming Our Lay Partners: An Extended Reflection

Creighton continues to be blessed with a Jesuit presence on our faculty and staff, and a Jesuit community that nurtures and broadens awareness of our Catholic, Jesuit mission. Desiring to work together as partners in the Jesuit mission, Creighton aspires to form a critical mass of faculty and staff who will be lay partners with the Jesuit community in this critical work of discerning how best to collaborate in God's mission of reconciliation of all things in Christ (*United States Characteristics of Jesuit Universities*, 7). These lay partners are and will be knowledgeable, committed individuals immersed in the Jesuit, Ignatian charisms through an experience of the Spiritual Exercises of St. Ignatius in either the long or annotated forms. These members of our community will be prepared to integrate the affective and intellectual into all that we do (*United States Characteristics of Jesuit Universities*, 7).

Our aspiration for collaboration is supported by a desire on the part of the Creighton Jesuit community to provide additional formation for faculty and staff through experiences of the Spiritual Exercises (*United States Characteristics of Jesuit Universities*, 6). The Deglman Center is one example within the University where the work of leading faculty and staff in the Spiritual Exercises is already occurring. This Center is eager to do more, and our Committee could envision some new Jesuits also working in the area of Jesuit and lay collaboration around the Spiritual Exercises.

Our Committee recognizes that Jesuits are already working with their University colleagues on the day-to-day projects of the University and on formation for mission. However, our Committee thinks that a more intentional and focused effort by the Jesuit Community to assist colleagues in mission formation would be helpful.

The Jesuit Community at Creighton University is currently composed of priests, brothers, and scholastics. These Jesuits work full-and part-time in the University, serve the local Catholic Church, and a few are living in residence while praying for our apostolic work and all of those working in the apostolate that is Creighton University. The Jesuits who work full-time in the University are in administration, are tenured faculty members, and serve as staff members. Our Committee thinks that the good work these Jesuits are doing now in the area of inculturation of the Jesuit mission at Creighton could be enhanced through a new focus and process in which Jesuits would work collaboratively across schools, colleges, and divisions to ground Creighton personnel in the experience of the Exercises (*United States Characteristics of Jesuit Universities*, 6).

Creighton University is aware of the importance of hiring for mission (*United States Characteristics of Jesuit Universities*, 1 & 7). Fr. Dick Hauser, SJ, Assistant to the President for Mission, and lay colleagues working with him, have developed a hiring for mission policy that is in the process of being implemented. One intentional effort that would align with this new policy would be to recruit new faculty who completed their undergraduate degrees, or are completing advanced degrees, from Catholic and Jesuit institutions.

The theme of hiring for mission surfaced in our campus-wide Area Examen process completed in 2016. Faculty, staff, and administrators from across the University thought that we could better achieve our Jesuit and Catholic mission if we made hiring for mission a priority. In order to respond to this new call to hire for mission, we will need to be both innovative and focused on hiring candidates who understand the Catholic and Jesuit mission through their living of the mission prior to coming to Creighton University.

VI. Hiring for Mission: An Extended Reflection

Hiring for mission could also assist with the diversity of our faculty and staff, and contribute to a better future for the Omaha neighborhoods that surround our campus. A recent generous benefaction to Creighton's College of Arts and Sciences will enable African American, Latino, and immigrant youth attending schools in our local vicinity to grow and develop their science, technology, engineering, and math skills, as well as their artistic skills while in high school. Scholarships will also be available to these young people if they want to attend Creighton University. This group of diverse and talented young people could become professors, administrators, and leaders at Creighton University if we create pathways for them into these positions.

Connected to hiring for mission is formation and promotion for mission (*United States Characteristics of Jesuit Universities 3 & 4*). Tenure decisions, advancement decisions, the awarding of endowed chairs, and the selection of administrators could be more clearly tied to mission-related criteria. Staff and administrator promotion could similarly be based in part on mission-related criteria, such as participation in Jesuit-sponsored seminars, and demonstrating the mission values of Creighton through job performance and interactions on campus.

Our 2016 campus-wide Area Examen process revealed that faculty, staff, and administrators were consoled by the fact that we share common Jesuit values. At the same time, our Committee thinks that there is an opportunity to bring about deeper personal and apostolic transformation among Creighton personnel. This deepening of our lived experience of Jesuit and Catholic values could occur through additional opportunities for faculty, staff, and administrators to make the annotated version of the Spiritual Exercises. The more we can speak, discern, and work from the common experience of the Spiritual Exercises, the more we will grow in the union of minds and hearts that is necessary for Creighton to live out our Catholic and Jesuit values into a new future. Our Committee believes that the annotated form of the Spiritual Exercises can be adapted to fit our diverse faculty, staff, and administrators. Our personnel are not all Catholic, nor are they all Christian, but a strong majority do share a love of the common Jesuit values of service, justice, personal care, and seeking to place our gifts and talents in the service of God and humanity.

VII. Conclusion

As a University community, Creighton is already deeply committed to its Catholic, Jesuit identity, and to shaping students who are discerning, intelligent practitioners in their fields. That we embrace our mission is evident in the many programs, positions, centers, curricula, and initiatives centered around mission described in this report. Even in areas where we have identified shortfalls and desolations, we are already taking steps to course correct and face tomorrow's challenges head-on.

Having spent significant time identifying, explaining, and finding supporting documentation for our consolations and desolations, and working with University leadership to affirm our observations, our committee emphatically believes that we are well-prepared to embrace—and build upon—our role as a Catholic and Jesuit University.

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Creighton University Area Examen

Announcement

As announced at the Founders Week Convocation Address, I am inviting the University into an Area Examen process. The Examen of Conscience of the Society of Jesus is a method of praying that is reflective of our experiences, including the presence of God. Developed by St. Ignatius of Loyola, the founder of the Jesuits, it is representative of an Ignatian spirituality that is personal, practical, and accessible. It is also adaptable, and to this end, I ask us to embrace its dimensions of thoughtfulness and focus.

The purpose of the Area Examen is to recognize how each of our departments or units enhances the mission of Creighton as well as to consider institutional initiatives that continue propelling us forward. The process will result in shared discussions through our structures of leadership as well as in open forum on Friday, April 22, 2016. As we collectively discuss our contributions to our Catholic and Jesuit identity, and themes and issues that impact our campus, it will inform me on how Creighton University can continue planning for the future.

Instructions

Through the remainder of the semester, the chair or leader of your department or unit will invite you to discuss the Examen questions in a way that is suitable to your area. In turn, she or he will collate responses in themes, and share them in regularly scheduled college and divisional meetings with deans, directors, and the leadership structures of the university. To assist the process, each group should appoint a note-taker who will assist the chair or leader in recording and synthesizing shared responses.

Additionally, the group note-taker will be invited to attend an all-University roundtable discussion on Friday, April 22, from 9 to 11 a.m. or 1 to 3 p.m., in the Ahmanson Ballroom of the Harper Center. If you are not a note-taker of your group but would like to participate in one of the workshops, please feel welcome to attend. By April 15, note-takers and interested participants should RSVP for a [morning](#) or [afternoon](#) session. The registration links will be available in *Creighton Today*.

If chairs or leaders of departments or units would like the assistance of a group facilitator, please contact Carol Krajcick in the Division of Mission and Ministry at carolkrajcick@creighton.edu.



Examen Questions

1. How is our department or unit distinctive or expressive of Creighton's Jesuit, Catholic educational mission? What contribution do we make that is special, important, and necessary to the daily life and work of Creighton? How might the following elements of Catholic and Jesuit identity be recognized in your area: faith expression, service to others, commitment to humanism, global perspective, and the pursuit of justice?
2. How do we contribute to the communal character of the University? How do we witness and celebrate the talent and contributions of our members? In regard to the varying contexts of our campus, our city, the nation, and the world, what challenges does our department or unit presently face? What social, cultural, economic, and technological realities affect our work?
3. How do we participate in and enhance academic excellence, community engagement, mission and identity, and stewardship of resources of the University?
4. How can we embrace and impact the issues of diversity, sustainability, service-learning, shared governance, and institutional planning?
5. In the course of the next five years, what do you dream or imagine will make Creighton University extraordinary?

Appendix B: Excerpt from the 2016 Area Examen Committee Report

Final Report on the Examen

Examen: Final Report to Father Daniel Hendrickson

Review of all Division and School/College summaries to elicit themes that emerged consistently across all or nearly all units.

Reviewers composed a committee of faculty and staff under the support of Dr. Eileen Burke-Sullivan, Vice Provost for Mission and Ministry

Report submitted August 11, 2016

Members of the committee:

Eileen Burke-Sullivan STD
Amy Cosimano EdD RN
Andy Gustafson PhD
Cindy Hadenfeldt EdD RN
Erika Kirby, PhD
Tom Lenz PharmD
Susan Naatz, MS
Anne Schoening, PhD RN CNE
LuAnn Schwery, MS

Preface and overview to the report

Process

All divisions and schools of the university were asked to submit summary reports of their own discernment processes, with key themes and insights highlighted. The Mission and Ministry office, with the help of the Student Life Office formulated a report of the two cross campus gatherings on April 22, that served as a complement and “check” on the consensus discerned across the school and division reports.

Eleven faculty and staff with some experience in Ignatian Discernment and/or Qualitative Research were invited to serve in the review of the reports. The purpose of the review was to discover consensus themes across all schools and divisions, if such was possible. Of the eleven invited, nine were able to serve and four teams of two persons each were developed to take two rounds of review of six reports each round, thus each team studied/reviewed/reflected upon 11 or 12 reports. Of the 24 submitted reports therefore, every report was read by at least three and usually five people.

Method

In the first meeting the group decided to address the summary report reviews in the spirit of the original plan of the Examen – that is through the lens of consolations and desolations. Eileen sent to each member a brief overview of an Ignatian Examen process with special attention paid to the character of consolations and desolations. Some of the reports themselves were written in that format so that facilitated the review, but even those that weren’t used terms such as “positive and negative” or “pro and con” language to assess comments for a sense of consolation or desolation. This method freed the team from concerns about the review being inconsistent with the original method for gathering the data, and allowed them to review the material carefully for both thought (intellectual) and feeling (affectional) content that characterizes the strength of an Examen.

The teams took one week each for each round of reviews of the reports. The reports were of varying lengths from several paragraphs to 10 pages. Each team member reviewed the material on their own and then the two came together to discover consensus. After the first meeting to establish method the whole group met for a second meeting after the two rounds and carefully drew on all the reports to **establish seven consensus themes** that were illuminated by both consolation and desolation comments. These will be reviewed in the report.

Appendix B: Excerpt from the 2016 Area Examen Committee Report

The Reviewers

The reviewers themselves represented faculty from Arts and Sciences, Nursing, Business, and Health Sciences as well as staff from the Division of Mission and Ministry and the Graduate School, so while not fully representational, the reviewers are well published and practiced scholars in their own disciplines, well qualified to accomplish this review and generally representative of the employees of the campus.

Prefatory comments

Before even establishing key themes from the reports, the group recognized what might be called three universal concepts that frame the report:

1. **Common language:** We do not have common definitions for key terms that are frequently used at Creighton University (and elsewhere) and so we often talk “over” one another rather than connect in our communications. Almost every report requested that some common definitions for: Mission, Catholic Jesuit Mission, sustainability, diversity, communication, service, discernment, shared governance and global perspective be established so that this kind of common exercise can be more productive.
2. **Innovation:** There is a consensus that Creighton is innovative, and needs to be more so. We are creating new pathways in many areas and these should be recognized and celebrated.
3. **Access to a Creighton Education:** An absolutely common need expressed across all the divisions was to develop creative ways to provide greater access to Creighton education.

Finally, as a prefatory note: There was consensus about the success of the Examen process as a universal effort to allow conversation to be both expressed and heard. Participants frequently commented on how surprised and pleased they were with the exercise itself, as it allowed them to be in a structured, meaningful conversation with colleagues as well as those in other parts and places on campus. Without a doubt this exercise was the first time many people felt that they had a voice on campus.

In addition to the themes the Examen questions called for *dreaming or imagining what would make Creighton extraordinary in the next five years*. There was no universal consensus in the responses to this exercise. Included in this report are a series of statements that capture examples of those sentiments.

With these prefatory comments made we invite you to look at the seven key themes with a sprinkling of “guiding” comments. The themes were virtually universal in all schools and divisions. Other themes arose strongly in one or another place but not across the campus. We acknowledge that the method of the Examen itself set the tone and content for the themes. If other questions had been posed for the Examen, other themes would have emerged.

****Please note that direct quotes from a variety of Examen groups are italicized in the report.**

Appendix B: Excerpt from the 2016 Area Examen Committee Report

Consolations

Desolations

Catholic Jesuit Character of the Mission

- Strong ethos of *Cura Personalis* identified across the University for students, faculty, staff, and administrators
 - Broadly shared passion for and commitment to stated Ignatian charisms and values
 - Ongoing discussions of mission and a call to personal transformation, solidarity and Ignatian advocacy in our work
 - A shared belief across the various schools and divisions that Jesuit education transforms lives; our students become agents of change and many work for justice
- Want to remain Ignatian/Jesuit, not corporate
 - Need to be more committed to *hiring for mission*
 - Institutional planning must flow from the best practices of Ignatian discernment; *Ignatian practices and values have to be central to decision making practices*
 - *Academic vs. Catholic* tension – perception that Catholic character hinders academic freedom or ability to address topics such as sexuality/gender

Collaboration and Communication

- Students, faculty, staff and administrators are invited to be engaged, involved and collaborative in many areas of the university
 - Strong sense that we tell our story well outside of the university
 - We have strong, diverse collaborative partnerships locally, nationally and internationally
 - We celebrate achievements within divisions, schools, departments and areas
 - Desire for Interprofessional/ Interdisciplinary collaborations
- Not all are committed to collaboration; there were many comments about the siloes at Creighton, e.g., *Fragmentation and opposition vs. partnership and collaboration*
 - Culture of those unwilling to change and the university being slow to change; *Culture change is a glacier not a river-need to melt some ice*
 - The length of time it takes to make decisions
 - Interprofessional/Interdisciplinary initiatives are difficult to implement because of structural and process barriers
 - Need better systems for communication among all groups on campus, including from the rank and file to the leadership
 - Strong sense that we don't tell our story well inside or outside of the university

Diversity

- Acceptance and tolerance of all faiths/ opportunities to pray together
Development of communal liturgical life that expresses and nurtures faith
 - Diverse student population in some Health science programs.
 - Strong efforts to nourish racial and ethnic student diversity in some health science schools
- *We cannot be afraid to address the issues* such as diversity; we do not draw a culturally diverse group of applicants—hiring outside the “box”
 - Need Chief Diversity Office/Officer
 - Need more diverse leadership; we lack diversity in our Board of Trustees and our Administrators
 - Need more diversity among students (including in types of learners), faculty and staff
 - More scholarship money for diversity...first generation and low income students
 - Education for African American and Latino/a neighbors in Omaha

Appendix B: Excerpt from the 2016 Area Examen Committee Report

Education Mission: Excellence

- Academic excellence—Creighton offers an exemplary academic experience as evidenced by
 1. Quality of faculty publications
 2. Delivery of quality healthcare
 3. Growing assessment culture
- We are more student-focused and responsive than other universities
- Creation of non-traditional and innovative arrangements, such as more online and/or hybrid courses and programs
- Outstanding online academic programs
- Rising cost of tuition is driving away good students. We need enough funds to provide an affordable education at this Catholic, Jesuit institution
 1. How do we support and grow scholarships?
 2. Make Creighton truly accessible to all and show that excellent does not mean elite or snobbish
 3. Student loan debt at all levels is hurting our students and threatening our future

Resources:

- Virtually all divisions/schools see themselves as good stewards of the resources available
- CU staff and faculty do much with little
- Faculty and staff are learning to be environmentally friendly
- Creighton community values our people
- Learning how to consolidate and better utilize resources remains an issue, especially in terms of “human capital”: *Squeezed material and human resources for our division*
- Lack of critical staff and loss of institutional memory due to recent staff “buy-outs.” Failure to discern which staff are critical to effectiveness for education mission
- Some schools feel squeezed by limited resources to fund other schools/divisions
- Salaries still need to be addressed in some units to recruit and retain top talent, esp. high quality faculty
- Greater efforts are needed to educate about sustainability
- Keeping up with technological changes

Service and Service Learning

- The MOST consistent message across campus is that we are united in our attitude and practices of serving others (many highlighted Project Homeless Connect Omaha as an example)
- We have cultivated a culture of service, a service-focused mentality with many opportunities for serving others
- Health Science Schools have well developed curricular service learning including local, national and international service learning opportunities
- Our service of others contributes to the communal character of the university
- Need a structured service learning program for the undergraduate schools and graduate school.
- There is a hunger in the community and with faculty to have curricular service learning to complement co-curricular already being done since service learning is critical to the Jesuit Character of the University

Appendix B: Excerpt from the 2016 Area Examen Committee Report

Consolations

Desolations

Transparency, Voice and Trust

- Gratitude for the transparency of the Examen process
- Misunderstanding and/or mistrust between faculty and administration. Little consistent two-way communication
- Staff feel threatened by job loss if they criticize policies
- Some staff and/or areas do not feel that they have a voice
- Structures for shared governance are less effective than they should be
- Need for improved communication and transparency in goals

Dreaming and Imagining To Make Us Extraordinary...

- *Address tuition issue ... or at least be leaders in “sustainable debt”*
- *Renewable energy*
- *More online presence*
- *Expand on service projects in community and globally*
- *Being flexible and adaptable*
- *Become known once again as the best education in Omaha*
- *Shape our brand from our excellence in research, teaching, global initiatives and service-brand as our niche*
- *Recruit top-notch faculty...top researchers-endowed chairs and professorships*
- *Become top Catholic health science campus in U.S. through Catholic Social Teaching, Respect for Life, Care for the marginalized*
- *Endowment to one billion*
- *Elite school for undergraduate research*
- *“Take better care of the relationships in our own backyard”*
- *Good mix of traditional and nontraditional students*
- *Centrally located Mission and Ministry Center*
- *A Creighton that is Jesuit-Catholic to the extreme that Steubenville is conservative Catholic. Students and faculty come here wanting to be formed in Jesuit Catholic values.*
- *A calendar that has “Friday - Immersion in the Mission” EVERY Friday – allowing multiple options for formation, reflection, shared governance etc.*
- *Serving all generations (baby boomers, gen x, gen y, millenniums), online courses*
- *More collaboration between Creighton, UNMC and UNO*

Assessing the Understanding of Mission
among Faculty, Staff and Administrators in
Jesuit Catholic Institution:
Creighton University Results

Sponsored by the Association of Catholic Colleges and Universities

Office of Institutional Research
Xavier University
Cincinnati, Ohio
11/10/2017

Appendix C: Report on Xavier Surveys, 2013 and 2017

November 10, 2017

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Study Contributors

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Participating Institutions

Creighton University	Fordham University
Gonzaga University	John Carroll University
Le Moyne College	Marquette University
Regis University	Rockhurst University
Saint Joseph's University	University of Detroit Mercy
University of Scranton	Xavier University

Assessing the Understanding of Mission among Faculty, Staff and Administrators in Jesuit Catholic Institutions

Introduction and Background

Faculty, staff and administrators embody the mission of Jesuit Catholic universities through their everyday interactions with students, or with their indirect activities and decisions. It is easy to suggest that the understanding and practice of the mission by every individual in an institution is one of the key objectives at Jesuit Catholic Colleges and Universities. However, assessing mission from the employee perspective has not always been a priority of Jesuit Catholic institutions.

In 2013, the Association of Catholic Colleges and Universities (ACCU) sponsored a project proposed by Xavier University to assess the experience of mission by faculty, staff, and administrators at Jesuit Catholic institutions. The study consisted of a survey designed to measure the extent to which the experience at their institution has contributed to faculty, staff, and administrators' understanding and development of Jesuit Catholic mission-related values (See Appendix I). The study focused on Jesuit Catholic institutions, as roughly a decade prior, this group of universities had agreed upon a set of questions that suitably captured the intention of their mission statements. These questions have been used often to assess students' and alumni's understanding of mission. In September 2013, a total of 10 institutions administered the survey to their employees independently and sent their data to Xavier University for aggregate and benchmark reporting.

In 2017, the ACCU sponsored a second administration of the Survey on Jesuit Catholic Identity. A total of 12 institutions elected to participate in the September administration, including 5 institutions involved in the 2013 survey administration. In 2013, each institution independently administered the survey to their employees and sent their data to Xavier University. However, with the use of Qualtrics survey software, Xavier University was able to administer the survey to all participating universities' employees in the most recent survey administration.

Full results from the 2017 survey administration have been summarized in an aggregate report. Results from Creighton University's survey administration can be found in this report. These results include comparisons to the aggregate data for benchmarking purposes. These results also serve as a longitudinal comparison for institutions, like Creighton University, who participated in both the 2013 and 2017 survey administrations.

Methodology

Xavier University invited all 28 Jesuit Catholic institutions to join in the second administration of the Survey on Jesuit Catholic Identity. Out of these, 12 universities chose to participate (list of institutions is in the report cover). The survey instrument consisted of a set of 20 items with a corresponding Likert scale, and two open-ended questions (Appendix I). The participant institutions were invited to add up to 10 custom questions to the survey to be included in their own administration. Creighton University elected to add four questions to the survey instrument. These results are not included in this benchmarking report.

November 10, 2017

Xavier University's Office of Institutional Research administered the survey in September 2017 via Qualtrics survey software. Creighton University elected to launch the survey on September 13, 2017, with a reminder sent on September 20, 2017. The survey closed to participants from Creighton University on September 27, 2017. When all surveys were closed, Xavier University performed the quantitative and qualitative analysis on the aggregated data. Data from all 12 institutions were included in the analysis as the aggregate figure for benchmarking purposes.

This report contains a comparative analysis of the survey data from Creighton University as compared to the aggregate. This includes descriptive statistics for all the demographic questions and the Likert question items. Additionally, a qualitative analysis of the two open-ended questions was conducted using standard qualitative survey methodology. Lastly, a longitudinal analysis has been provided to compare Creighton University's 2017 and 2013 survey results.

Key Findings: Creighton University

The following are the findings of the analysis:

- Of all 20 questions in the survey instrument and consistent with the aggregate survey results, the Jesuit value that respondents indicated had the highest contribution to their knowledge at their institution was "Understanding the mission of their institution" (85% responding "quite a bit" or "very much"), followed by "Understanding the Jesuit principle of being men and women for others" (77% responding "quite a bit" or "very much").
- Of all 20 questions in the survey instrument and consistent with the aggregate survey results, the Jesuit value that respondents indicated had the lowest contribution to their knowledge at their institution was "Actively working to further ecological justice and care for the environment" (48% responding "quite a bit" or "very much"). Respondents indicated that the second lowest contribution to their knowledge was "Finding the Divine in all things" (55% responding "quite a bit" or "very much").
- Creighton University had higher mean scores on all questions as compared to the aggregate of all participating Jesuit institutions except the question, "Actively working toward a more inclusive community." On this question the mean score was equal to that of the aggregate.
- The questions in which the Creighton University had the greatest difference in mean score as compared to the aggregate were "Speaking to others (i.e. students colleagues) about Jesuit Catholic values" (a 0.28 higher mean score than the aggregate), "Making decisions through reflection, prayer, and discernment" (a 0.24 higher mean score than the aggregate), and "Finding the Divine in all things" (a 0.20 higher mean score than the aggregate).
- The questions in which the Creighton University had the smallest difference in mean score as compared to the aggregate were "Actively working toward a more inclusive community" (no difference in mean score as compared to the aggregate), "Demonstrating respect for others' differences" (a 0.02 higher mean score than the aggregate), "Pursuing peace" (a 0.04 higher mean score than the aggregate), and "Leading by example" (a 0.04 higher mean score than the aggregate).

Appendix C: Report on Xavier Surveys, 2013 and 2017

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The results of the qualitative analysis of the open-ended responses provided important insights. The most salient findings in those themes are:

- Consistent with the aggregate results, respondents indicated that conferences, retreats, lectures, and other similar experiences have had the greatest influence on their understanding of Jesuit Catholic mission, identity and/or values (cited 209 times, 42% of responses).
- Consistent with the aggregate results, respondents indicated that second greatest influence on their understanding of Jesuit Catholic mission, identity, and/or values was “Everyday life on campus, including conversations with colleagues, interactions with Jesuit clergy, daily mass, and the nature of the work itself.” This general theme was cited 160 times, which represents 32% of responses overall.
- Regarding the question on their hope for Jesuit Catholic higher education for the future, most respondents cited that, in the future, they wish for Jesuit Catholic institutions to continue their commitment to providing excellent education through Jesuit Catholic values, and would grow its commitment to these values even more (cited 130 times, 28% of responses). These results were consistent with the aggregate.
- The second greatest hope respondents cited was to increase focus on social justice on campus (including serving the community, promoting diversity & inclusivity, space for open dialogue, etc.) (cited 105 times, 23% of responses).
- New response themes were created in the 2017 survey results that were not themes in the 2013 survey results. These themes include: That it would continue to exist, thrive, grow, and be promoted to wide audiences; That Catholic religious identity and Ignatian Spirituality would be maintained and emphasized; Employees would be treated fairly, would have access to programs to learn about the mission, and be trained as competent lay people; and The focus would be on mission rather than finances and the bottom line.
- Respondents also indicated their wish for a continued commitment to developing and caring for the whole person (Cura Personalis), as well as that Jesuit Catholic education becomes more affordable and more available to all people.

The following are the findings of the longitudinal analysis:

- On all 20 questions in the survey instrument, Creighton University had higher mean scores in the 2017 survey results as compared to the 2013 survey results.
- The questions in which Creighton University had the greatest increase in mean score from 2013 to 2017 were “Speaking to others (i.e. students, colleagues) about Jesuit Catholic values” (a 0.42 higher mean score as compared to 2013), “Increasing your awareness of the relationship between global and local issues” (a 0.41 higher mean score as compared to 2013), and “Actively working to further social justice” (a 0.35 higher mean score as compared to 2013).
- The questions in which Creighton University had the smallest increase in mean score from 2013 to 2017 were “Making ethical decisions in professional situations” (a 0.13 higher mean score as compared to 2013), “Devoting effort to help others in need” (a 0.14 higher mean score as compared to 2013), and “Leading by example” (a 0.18 higher mean score as compared to 2013).

November 10, 2017

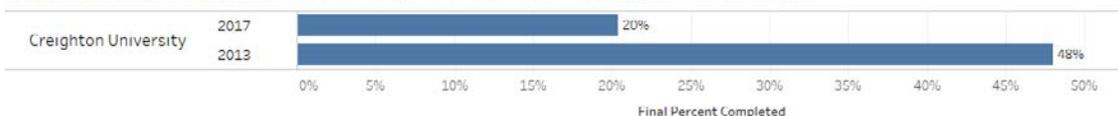
Limitations and Future Administrations

It is important to note that although this survey instrument has been able to provide baseline, benchmarking, and longitudinal analysis and results, the questions are only measuring how each institution has contributed to “knowledge” of the various question prompts, not how each institution has promoted living or teaching the various values of the Jesuit Catholic mission. Thus, respondents may have scored each question lower based on understanding the mission and Jesuit values from experiences outside of the institution. Furthermore, Creighton University yielded a response rate of 48% in the 2013 survey administration versus 20% in the 2017 survey administration. This response rate decrease of 28% may be indicative of response bias in the survey results, and the 2017 results may not be fully generalizable and representative of the entire population at Creighton University.

In future survey administrations, there is great potential to revise the survey instrument to account for some bias in the results by adding questions that would enhance the understanding of how employees at Jesuit Catholic institutions apply values to their professional and personal lives. Future revisions of the survey instrument can begin with reviewing the additional questions each university was invited to include on the end of their survey, and decide what questions would be generalizable and relevant to the broader employee population of Jesuit Catholic institutions.

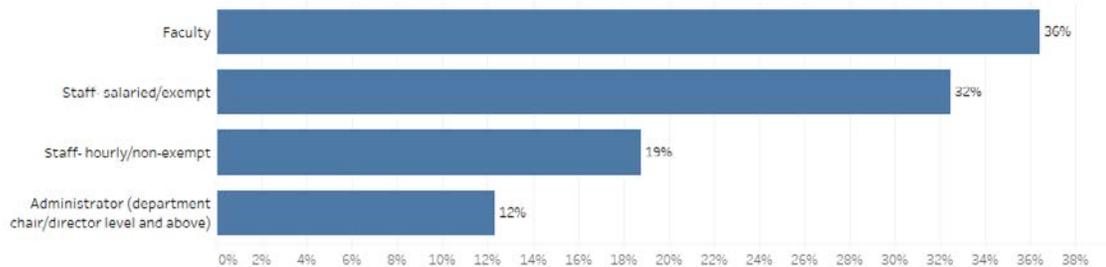
Response Rates

Response Rate for Creighton University: 2017 and 2013 Survey Administrations

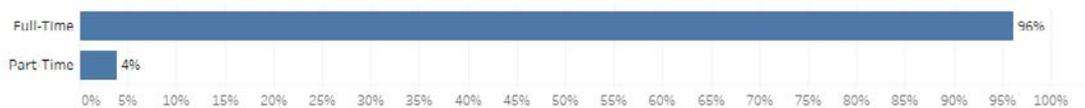


2017 Demographic Results: Creighton University

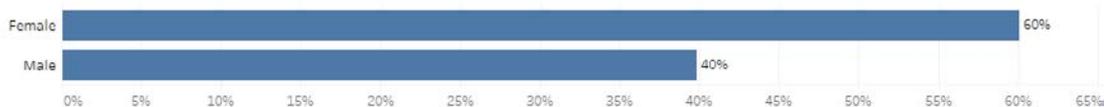
What is your primary function?



What is your employment status?



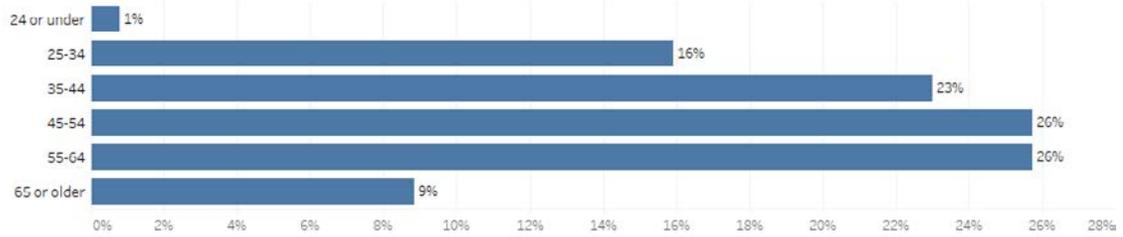
What is your sex?



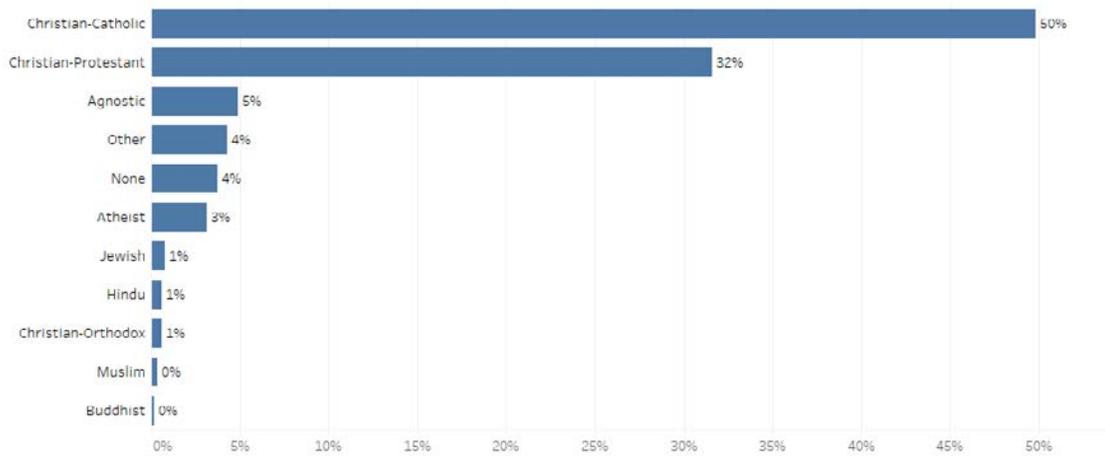
Appendix C: Report on Xavier Surveys, 2013 and 2017

November 10, 2017

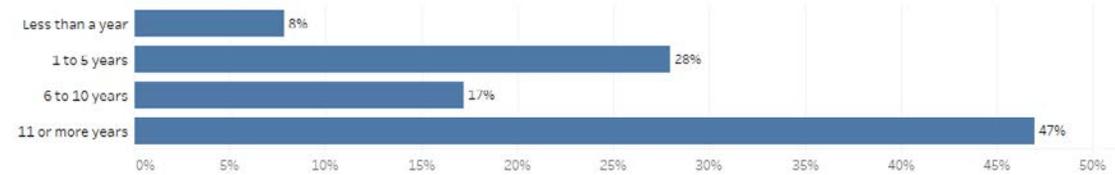
What is your age range?



What is your religious affiliation?

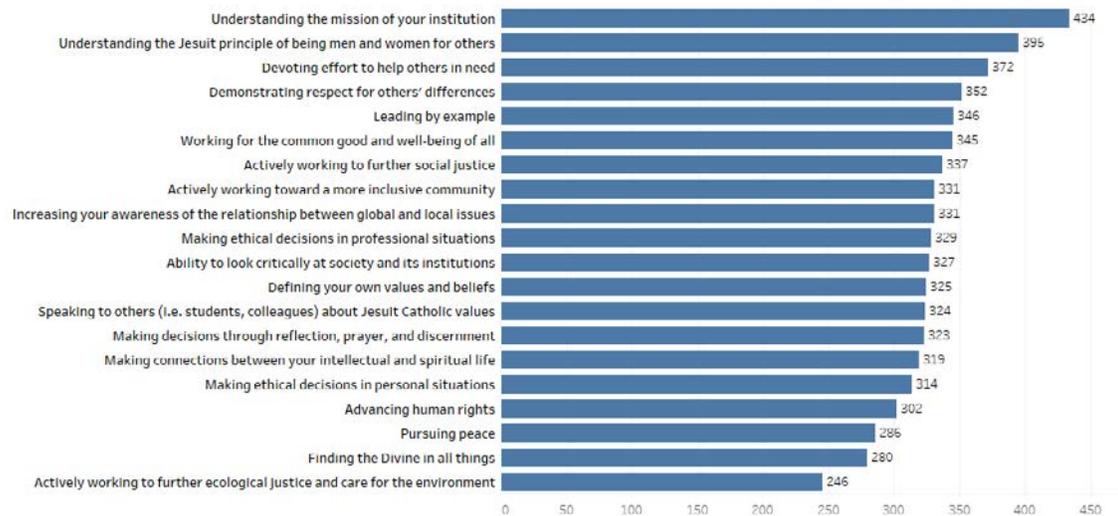


How long have you worked at your institution?

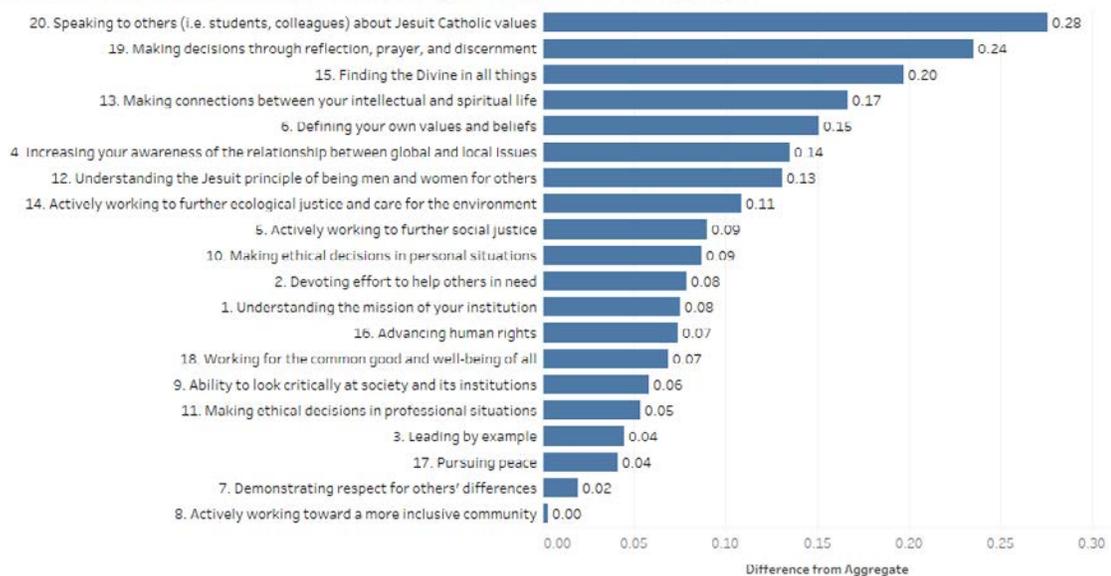


2017 Descriptive Statistic Results: Creighton University

To what extent has your experience at your institution contributed to your knowledge of the following items:
Frequency of respondents answering "Quite a bit" or "Very much"



Mean Score Differences: Creighton University as compared to the aggregate



Appendix C: Report on Xavier Surveys, 2013 and 2017

November 10, 2017

Frequency Distribution: Creighton University vs. Aggregate Survey of Faculty, Staff and Administrators on Jesuit Catholic Identity, September 2017 Creighton University - Frequencies and Comparative Frequencies

	Creighton University		All other participants	
	N	%	N	%
A. What is your primary function?				
Faculty	186	36.4%	1686	30.4%
Staff - hourly/non-exempt	96	18.8%	812	14.6%
Staff - salaried/exempt	166	32.5%	1240	22.4%
Administrator (department chair/director-level and above)	63	12.3%	623	11.2%
Null/No Response	0	0.0%	8	0.1%
Total	511	100.0%	4369	78.8%
B. What is your employment status?				
Full-Time	491	96.1%	3898	70.3%
Part-Time	20	3.9%	460	8.3%
Null/No Response	0	0.0%	11	0.2%
Total	511	100.0%	4369	78.8%
C. What is your sex?				
Female	306	59.9%	2615	47.2%
Male	203	39.7%	1721	31.0%
Null/No Response	2	0.4%	33	0.6%
Total	511	100.0%	4369	78.8%
D. What is your age range?				
24 or under	4	0.8%	63	1.4%
25-34	81	15.9%	656	15.0%
35-44	117	22.9%	928	21.2%
45-54	131	25.6%	1138	26.0%
55-64	131	25.6%	1068	24.4%
65 or older	45	8.8%	484	11.1%
Null/No Response	2	0.4%	32	0.7%
Total	511	100.0%	4369	100.0%
E. What is your religious affiliation?				
Agnostic	25	4.9%	306	7.0%
Atheist	16	3.1%	193	4.4%
Buddhist	1	0.2%	34	0.8%
Christian-Catholic	254	49.7%	2194	50.2%
Christian-Orthodox	3	0.6%	40	0.9%
Christian – Protestant (Baptist, Lutheran, Methodist, Presbyterian, etc.)	161	31.5%	983	22.5%
Hindu	3	0.6%	13	0.3%
Jewish	4	0.8%	107	2.4%

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Muslim	2	0.4%	19	0.4%	
Sikh	0	0.0%	0	0.0%	
None	19	3.7%	256	5.9%	
Other	22	4.3%	195	4.5%	
Null/No Response	1	0.2%	29	0.7%	
Total	511	100.0%	4369	100.0%	
F. How long have you worked at this institution?					
Less than a year	40	7.8%	400	9.2%	
1 to 5 years	143	28.0%	1277	29.2%	
6 to 10 years	88	17.2%	840	19.2%	
11 or more years	240	47.0%	1842	42.2%	
Null/No Response	0	0.0%	10	0.2%	
Total	511	100.0%	4369	100.0%	
G. To what extent has your experience at this institution contributed to your knowledge of the following?					
1. Understanding the mission of your institution	1. Very little	10	2.0%	80	1.8%
	2. Some	43	8.4%	452	10.3%
	3. Quite a bit	144	28.2%	1372	31.4%
	4. Very much	290	56.8%	2227	51.0%
	99. Null/No Response	24	4.7%	238	5.4%
	Total	511	100.0%	4369	100.0%
	Mean	3.47		3.39	
2. Devoting effort to help others in need	1. Very little	19	3.7%	190	4.3%
	2. Some	96	18.8%	920	21.1%
	3. Quite a bit	176	34.4%	1513	34.6%
	4. Very much	196	38.4%	1501	34.4%
	99. Null/No Response	24	4.7%	245	5.6%
	Total	511	100.0%	4369	100.0%
	Mean	3.13		3.05	
3. Leading by example	1. Very little	25	4.9%	262	6.0%
	2. Some	114	22.3%	944	21.6%
	3. Quite a bit	159	31.1%	1423	32.6%
	4. Very much	187	36.6%	1479	33.9%
	99. Null/No Response	26	5.1%	261	6.0%
	Total	511	100.0%	4369	100.0%
	Mean	3.05		3.00	
4. Increasing your awareness of the relationship between global and local issues	1. Very little	30	5.9%	351	8.0%
	2. Some	125	24.5%	1248	28.6%
	3. Quite a bit	189	37.0%	1490	34.1%
	4. Very much	142	27.8%	1029	23.6%
	99. Null/No Response	25	4.9%	251	5.7%
	Total	511	100.0%	4369	100.0%
	Mean	2.91		2.78	

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5. Actively working to further social justice	1. Very little	34	6.7%	313	7.2%
	2. Some	115	22.5%	1102	25.2%
	3. Quite a bit	164	32.1%	1424	32.6%
	4. Very much	173	33.9%	1274	29.2%
	99. Null/No Response	25	4.9%	256	5.9%
	Total	511	100.0%	4369	100.0%
	Mean	2.98		2.89	
6. Defining your own values and beliefs	1. Very little	40	7.8%	467	10.7%
	2. Some	121	23.7%	1107	25.3%
	3. Quite a bit	142	27.8%	1268	29.0%
	4. Very much	183	35.8%	1268	29.0%
	99. Null/No Response	25	4.9%	259	5.9%
	Total	511	100.0%	4369	100.0%
	Mean	2.96		2.81	
7. Demonstrating respect for others' differences	1. Very little	31	6.1%	272	6.2%
	2. Some	101	19.8%	871	19.9%
	3. Quite a bit	156	30.5%	1345	30.8%
	4. Very much	196	38.4%	1615	37.0%
	99. Null/No Response	27	5.3%	266	6.1%
	Total	511	100.0%	4369	100.0%
	Mean	3.07		3.05	
8. Actively working toward a more inclusive community	1. Very little	33	6.5%	301	6.9%
	2. Some	122	23.9%	1001	22.9%
	3. Quite a bit	163	31.9%	1382	31.6%
	4. Very much	168	32.9%	1421	32.5%
	99. Null/No Response	25	4.9%	264	6.0%
	Total	511	100.0%	4369	100.0%
	Mean	2.96		2.96	
9. Ability to look critically at society and its institutions	1. Very little	41	8.0%	364	8.3%
	2. Some	117	22.9%	1121	25.7%
	3. Quite a bit	177	34.6%	1416	32.4%
	4. Very much	150	29.4%	1198	27.4%
	99. Null/No Response	26	5.1%	270	6.2%
	Total	511	100.0%	4369	100.0%
	Mean	2.90		2.84	
10. Making ethical decisions in personal situations	1. Very little	50	9.8%	488	11.2%
	2. Some	119	23.3%	1078	24.7%
	3. Quite a bit	142	27.8%	1228	28.1%
	4. Very much	172	33.7%	1301	29.8%
	99. Null/No Response	28	5.5%	274	6.3%
	Total	511	100.0%	4369	100.0%
	Mean	2.90		2.82	
11. Making ethical	1. Very little	43	8.4%	386	8.8%

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decisions in professional situations	2. Some	114	22.3%	1044	23.9%
	3. Quite a bit	155	30.3%	1295	29.6%
	4. Very much	174	34.1%	1377	31.5%
	99. Null/No Response	25	4.9%	267	6.1%
	Total	511	100.0%	4369	100.0%
	Mean	2.95		2.89	
12. Understanding the Jesuit principle of being men and women for others	1. Very little	17	3.3%	231	5.3%
	2. Some	73	14.3%	644	14.7%
	3. Quite a bit	126	24.7%	1292	29.6%
	4. Very much	269	52.6%	1942	44.4%
	99. Null/No Response	26	5.1%	260	6.0%
	Total	511	100.0%	4369	100.0%
Mean	3.33		3.20		
13. Making connections between your intellectual and spiritual life	1. Very little	49	9.6%	549	12.6%
	2. Some	118	23.1%	1150	26.3%
	3. Quite a bit	149	29.2%	1227	28.1%
	4. Very much	170	33.3%	1177	26.9%
	99. Null/No Response	25	4.9%	266	6.1%
	Total	511	100.0%	4369	100.0%
Mean	2.91		2.74		
14. Actively working to further ecological justice and care for the environment	1. Very little	80	15.7%	717	16.4%
	2. Some	159	31.1%	1498	34.3%
	3. Quite a bit	138	27.0%	1183	27.1%
	4. Very much	108	21.1%	703	16.1%
	99. Null/No Response	26	5.1%	268	6.1%
	Total	511	100.0%	4369	100.0%
Mean	2.56		2.46		
15. Finding the Divine in all things	1. Very little	67	13.1%	813	18.6%
	2. Some	138	27.0%	1222	28.0%
	3. Quite a bit	127	24.9%	1028	23.5%
	4. Very much	153	29.9%	1035	23.7%
	99. Null/No Response	26	5.1%	271	6.2%
	Total	511	100.0%	4369	100.0%
Mean	2.75		2.56		
16. Advancing human rights	1. Very little	46	9.0%	437	10.0%
	2. Some	138	27.0%	1270	29.1%
	3. Quite a bit	169	33.1%	1370	31.4%
	4. Very much	133	26.0%	1023	23.4%
	99. Null/No Response	25	4.9%	269	6.2%
	Total	511	100.0%	4369	100.0%
Mean	2.80		2.73		
17. Pursuing peace	1. Very little	52	10.2%	480	11.0%
	2. Some	147	28.8%	1278	29.3%

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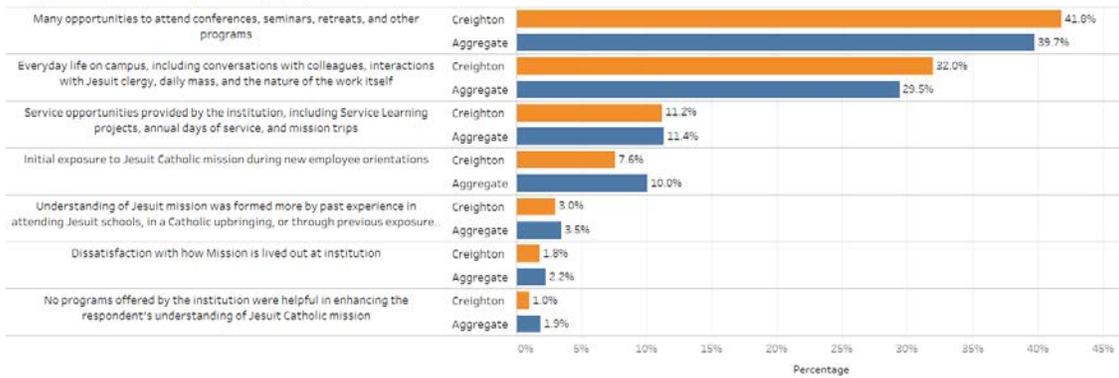
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	3. Quite a bit	160	31.3%	1325	30.3%
	4. Very much	126	24.7%	1013	23.2%
	99. Null/No Response	26	5.1%	273	6.2%
	Total	511	100.0%	4369	100.0%
	Mean	2.74		2.70	
18. Working for the common good and well-being of all	1. Very little	31	6.1%	317	7.3%
	2. Some	105	20.5%	954	21.8%
	3. Quite a bit	163	31.9%	1386	31.7%
	4. Very much	182	35.6%	1435	32.8%
	99. Null/No Response	30	5.9%	277	6.3%
	Total	511	100.0%	4369	100.0%
	Mean	3.03		2.96	
19. Making decisions through reflection, prayer, and discernment	1. Very little	57	11.2%	691	15.8%
	2. Some	104	20.4%	1048	24.0%
	3. Quite a bit	138	27.0%	1173	26.8%
	4. Very much	185	36.2%	1187	27.2%
	99. Null/No Response	27	5.3%	270	6.2%
	Total	511	100.0%	4369	100.0%
	Mean	2.93		2.70	
20. Speaking to others (i.e. students, colleagues) about Jesuit Catholic values	1. Very little	63	12.3%	753	17.2%
	2. Some	96	18.8%	1068	24.4%
	3. Quite a bit	137	26.8%	1131	25.9%
	4. Very much	187	36.6%	1146	26.2%
	99. Null/No Response	28	5.5%	271	6.2%
	Total	511	100.0%	4369	100.0%
	Mean	2.93		2.65	

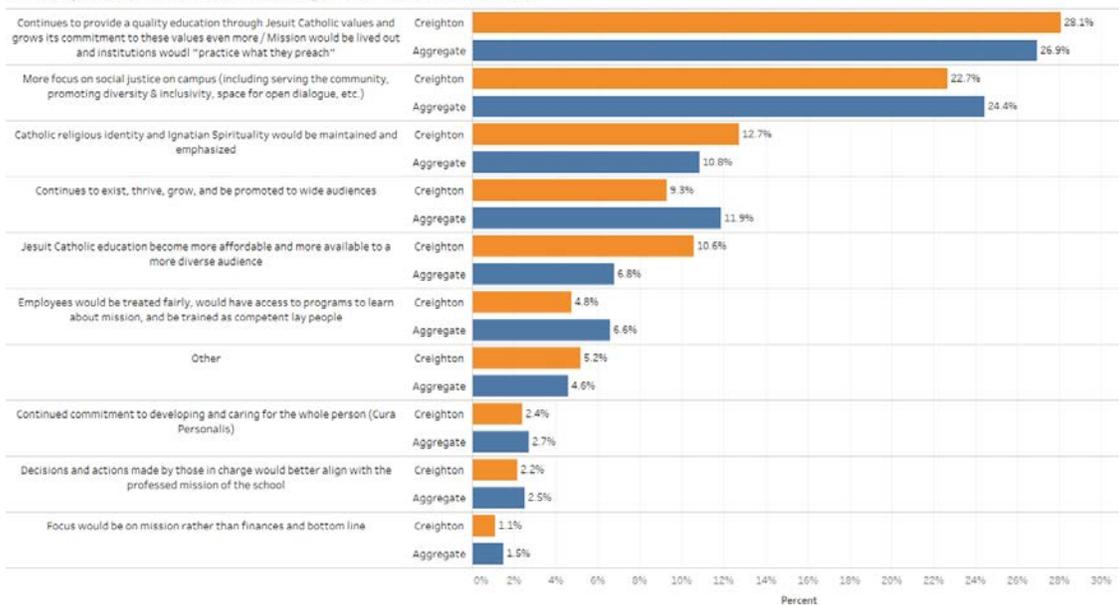
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2017 Qualitative Thematic Analysis: Creighton University vs. Aggregate

Please describe one or more programs, experiences or activities at your institution which significantly enhanced your understanding of Jesuit Catholic mission, identity and/or values.



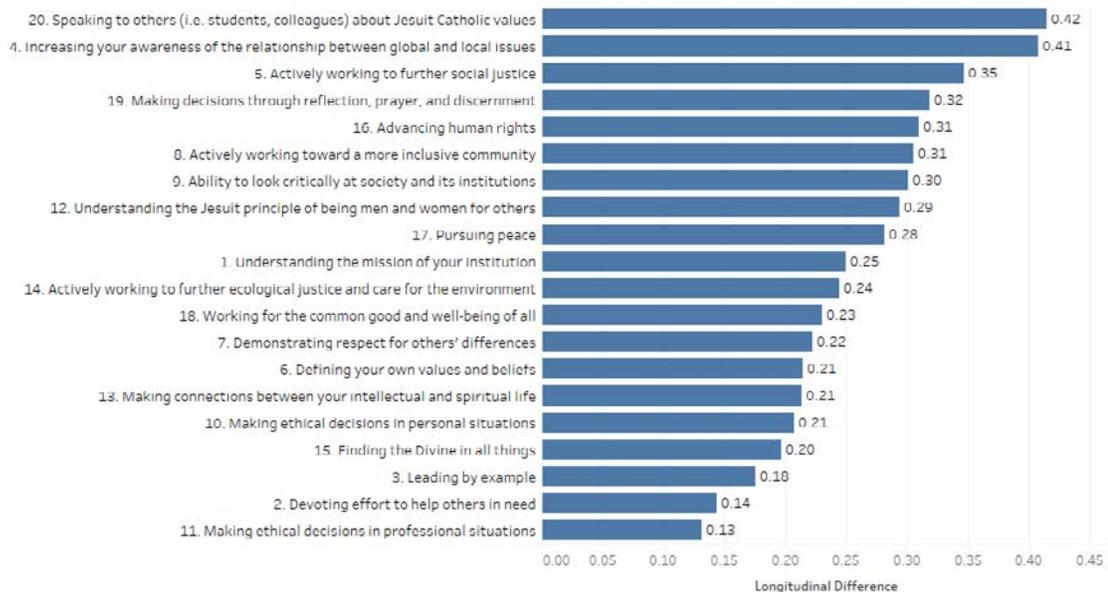
What is your hope for Jesuit Catholic higher education in the future?



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Longitudinal Analysis: Creighton University's 2017 and 2013 results

Longitudinal Mean Score Differences: 2017 versus 2013 Survey Results



Survey of Faculty, Staff and Administrators on Jesuit Catholic Identity, Creighton University - 2017 and 2013 Comparative Frequencies

	2017 Results		2013 Results	
	N	%	N	%
A. What is your primary function?				
Faculty	186	36.4%	454	35.9%
Staff - hourly/non-exempt	96	18.8%	276	21.8%
Staff - salaried/exempt	166	32.5%	404	31.9%
Administrator (department chair/director-level and above)	63	12.3%	100	7.9%
Null/No Response	0	0.0%	32	2.5%
Total	511	100.0%	1266	100.0%
B. What is your employment status?				
Full-Time	491	96.1%	1144	90.4%
Part-Time	20	3.9%	115	9.1%
Null/No Response	0	0.0%	7	0.6%
Total	511	100.0%	1266	100.0%
C. What is your sex?				
Female	306	59.9%	719	56.8%
Male	203	39.7%	526	41.5%
Null/No Response	2	0.4%	21	1.7%
Total	511	100.0%	1266	100.0%
D. What is your age range?				

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24 or under	4	0.8%	24	1.9%	
25-34	81	15.9%	207	16.4%	
35-44	117	22.9%	242	19.1%	
45-54	131	25.6%	295	23.3%	
55-64	131	25.6%	366	28.9%	
65 or older	45	8.8%	103	8.1%	
Null/No Response	2	0.4%	29	2.3%	
Total	511	100.0%	1266	100.0%	
E. What is your religious affiliation?					
Agnostic	25	4.9%	40	3.2%	
Atheist	16	3.1%	18	1.4%	
Buddhist	1	0.2%	9	0.7%	
Christian-Catholic	254	49.7%	596	47.1%	
Christian-Orthodox	3	0.6%	8	0.6%	
Christian – Protestant (Baptist, Lutheran, Methodist, Presbyterian, etc.)	161	31.5%	417	32.9%	
Hindu	3	0.6%	26	2.1%	
Jewish	4	0.8%	11	0.9%	
Muslim	2	0.4%	13	1.0%	
Sikh	0	0.0%	1	0.1%	
None	19	3.7%	38	3.0%	
Other	22	4.3%	70	5.5%	
Null/No Response	1	0.2%	19	1.5%	
Total	511	100.0%	1266	100.0%	
F. How long have you worked at this institution?					
Less than a year	40	7.8%	112	8.8%	
1 to 5 years	143	28.0%	311	24.6%	
6 to 10 years	88	17.2%	271	21.4%	
11 or more years	240	47.0%	564	44.5%	
Null/No Response	0	0.0%	8	0.6%	
Total	511	100.0%	1266	100.0%	
G. To what extent has your experience at this institution contributed to your knowledge of the following?					
1. Understanding the mission of your institution	1. Very little	10	2.0%	26	2.1%
	2. Some	43	8.4%	199	15.7%
	3. Quite a bit	144	28.2%	513	40.5%
	4. Very much	290	56.8%	524	41.4%
	99. Null/No Response	24	4.7%	4	0.3%
	Total	511	100.0%	1266	100.0%
	Mean	3.47		3.22	
2. Devoting effort to help others in need	1. Very little	19	3.7%	50	3.9%
	2. Some	96	18.8%	299	23.6%
	3. Quite a bit	176	34.4%	528	41.7%
	4. Very much	196	38.4%	378	29.9%

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	99. Null/No Response	24	4.7%	11	0.9%
	Total	511	100.0%	1266	100.0%
	Mean	3.13		2.98	
3. Leading by example	1. Very little	25	4.9%	78	6.2%
	2. Some	114	22.3%	325	25.7%
	3. Quite a bit	159	31.1%	526	41.5%
	4. Very much	187	36.6%	321	25.4%
	99. Null/No Response	26	5.1%	16	1.3%
	Total	511	100.0%	1266	100.0%
	Mean	3.05		2.87	
4. Increasing your awareness of the relationship between global and local issues	1. Very little	30	5.9%	140	11.1%
	2. Some	125	24.5%	506	40.0%
	3. Quite a bit	189	37.0%	446	35.2%
	4. Very much	142	27.8%	163	12.9%
	99. Null/No Response	25	4.9%	11	0.9%
	Total	511	100.0%	1266	100.0%
	Mean	2.91		2.50	
5. Actively working to further social justice	1. Very little	34	6.7%	137	10.8%
	2. Some	115	22.5%	422	33.3%
	3. Quite a bit	164	32.1%	460	36.3%
	4. Very much	173	33.9%	235	18.6%
	99. Null/No Response	25	4.9%	12	0.9%
	Total	511	100.0%	1266	100.0%
	Mean	2.98		2.63	
6. Defining your own values and beliefs	1. Very little	40	7.8%	139	11.0%
	2. Some	121	23.7%	348	27.5%
	3. Quite a bit	142	27.8%	460	36.3%
	4. Very much	183	35.8%	310	24.5%
	99. Null/No Response	25	4.9%	9	0.7%
	Total	511	100.0%	1266	100.0%
	Mean	2.96		2.75	
7. Demonstrating respect for others' differences	1. Very little	31	6.1%	95	7.5%
	2. Some	101	19.8%	330	26.1%
	3. Quite a bit	156	30.5%	505	39.9%
	4. Very much	196	38.4%	326	25.8%
	99. Null/No Response	27	5.3%	10	0.8%
	Total	511	100.0%	1266	100.0%
	Mean	3.07		2.85	
8. Actively working toward a more inclusive community	1. Very little	33	6.5%	121	9.6%
	2. Some	122	23.9%	434	34.3%
	3. Quite a bit	163	31.9%	456	36.0%
	4. Very much	168	32.9%	242	19.1%
	99. Null/No Response	25	4.9%	13	1.0%

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	Total	511	100.0%	1266	100.0%
	Mean	2.96		2.65	
9. Ability to look critically at society and its institutions	1. Very little	41	8.0%	143	11.3%
	2. Some	117	22.9%	436	34.4%
	3. Quite a bit	177	34.6%	454	35.9%
	4. Very much	150	29.4%	219	17.3%
	99. Null/No Response	26	5.1%	14	1.1%
	Total	511	100.0%	1266	100.0%
	Mean	2.90		2.60	
10. Making ethical decisions in personal situations	1. Very little	50	9.8%	161	12.7%
	2. Some	119	23.3%	364	28.8%
	3. Quite a bit	142	27.8%	426	33.6%
	4. Very much	172	33.7%	304	24.0%
	99. Null/No Response	28	5.5%	11	0.9%
	Total	511	100.0%	1266	100.0%
	Mean	2.90		2.70	
11. Making ethical decisions in professional situations	1. Very little	43	8.4%	126	10.0%
	2. Some	114	22.3%	332	26.2%
	3. Quite a bit	155	30.3%	445	35.2%
	4. Very much	174	34.1%	352	27.8%
	99. Null/No Response	25	4.9%	11	0.9%
	Total	511	100.0%	1266	100.0%
	Mean	2.95		2.82	
12. Understanding the Jesuit principle of being men and women for others	1. Very little	17	3.3%	85	6.7%
	2. Some	73	14.3%	235	18.6%
	3. Quite a bit	126	24.7%	480	37.9%
	4. Very much	269	52.6%	456	36.0%
	99. Null/No Response	26	5.1%	10	0.8%
	Total	511	100.0%	1266	100.0%
	Mean	3.33		3.04	
13. Making connections between your intellectual and spiritual life	1. Very little	49	9.6%	147	11.6%
	2. Some	118	23.1%	386	30.5%
	3. Quite a bit	149	29.2%	431	34.0%
	4. Very much	170	33.3%	293	23.1%
	99. Null/No Response	25	4.9%	9	0.7%
	Total	511	100.0%	1266	100.0%
	Mean	2.91		2.69	
14. Actively working to further ecological justice and care for the environment	1. Very little	80	15.7%	246	19.4%
	2. Some	159	31.1%	491	38.8%
	3. Quite a bit	138	27.0%	383	30.3%
	4. Very much	108	21.1%	132	10.4%
	99. Null/No Response	26	5.1%	14	1.1%
	Total	511	100.0%	1266	100.0%

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	Mean	2.56		2.32	
15. Finding the Divine in all things	1. Very little	67	13.1%	202	16.0%
	2. Some	138	27.0%	397	31.4%
	3. Quite a bit	127	24.9%	416	32.9%
	4. Very much	153	29.9%	244	19.3%
	99. Null/No Response	26	5.1%	7	0.6%
	Total	511	100.0%	1266	100.0%
	Mean	2.75		2.56	
16. Advancing human rights	1. Very little	46	9.0%	163	12.9%
	2. Some	138	27.0%	502	39.7%
	3. Quite a bit	169	33.1%	401	31.7%
	4. Very much	133	26.0%	189	14.9%
	99. Null/No Response	25	4.9%	11	0.9%
	Total	511	100.0%	1266	100.0%
	Mean	2.80		2.49	
17. Pursuing peace	1. Very little	52	10.2%	196	15.5%
	2. Some	147	28.8%	476	37.6%
	3. Quite a bit	160	31.3%	398	31.4%
	4. Very much	126	24.7%	189	14.9%
	99. Null/No Response	26	5.1%	7	0.6%
	Total	511	100.0%	1266	100.0%
	Mean	2.74		2.46	
18. Working for the common good and well-being of all	1. Very little	31	6.1%	96	7.6%
	2. Some	105	20.5%	364	28.8%
	3. Quite a bit	163	31.9%	483	38.2%
	4. Very much	182	35.6%	307	24.2%
	99. Null/No Response	30	5.9%	16	1.3%
	Total	511	100.0%	1266	100.0%
	Mean	3.03		2.80	
19. Making decisions through reflection, prayer, and discernment	1. Very little	57	11.2%	187	14.8%
	2. Some	104	20.4%	384	30.3%
	3. Quite a bit	138	27.0%	406	32.1%
	4. Very much	185	36.2%	274	21.6%
	99. Null/No Response	27	5.3%	15	1.2%
	Total	511	100.0%	1266	100.0%
	Mean	2.93		2.61	
20. Speaking to others (i.e. students, colleagues) about Jesuit Catholic values	1. Very little	63	12.3%	231	18.2%
	2. Some	96	18.8%	392	31.0%
	3. Quite a bit	137	26.8%	375	29.6%
	4. Very much	187	36.6%	247	19.5%
	99. Null/No Response	28	5.5%	21	1.7%
	Total	511	100.0%	1266	100.0%
	Mean	2.93		2.51	

November 10, 2017

Appendix I: Survey Instrument

Survey of Faculty, Staff and Administrators on Jesuit Catholic Identity

Please answer the following questions. Participation is entirely voluntary. You may skip any questions you do not feel comfortable answering. Your decision will have no effect on any future services you may be entitled from the University. You are free to withdraw from the study at any time without penalty.

- A. What is your primary function?
 - a. Faculty
 - b. Staff - hourly/non-exempt
 - c. Staff - salaried/exempt
 - d. Administrator (department chair/director-level and above)

- B. What is your employment status?
 - a. Full-time
 - b. Part-time

- C. What is your sex?
 - a. Female
 - b. Male

- D. What is your age range?
 - a. 24 or under
 - b. 25-34
 - c. 35-44
 - d. 45-54
 - e. 55-64
 - f. 65 or older

- E. What is your religious affiliation?
 - a. Agnostic
 - b. Atheist
 - c. Buddhist
 - d. Christian – Catholic
 - e. Christian - Orthodox
 - f. Christian – Protestant (Baptist, Lutheran, Methodist, Presbyterian, etc.)
 - g. Hindu
 - h. Jewish
 - i. Muslim
 - j. Sikh
 - k. None
 - l. Other

- F. How long have you worked at this institution?

Appendix C: Report on Xavier Surveys, 2013 and 2017

November 10, 2017

- a. Less than a year
- b. 1 to 5 years
- c. 6 to 10 years
- d. 11 or more years

G. To what extent has your experience at this institution contributed to your knowledge of the following?

	A. Very Little	B. Some	C. Quite a bit	D. Very Much
1. Understanding the mission of your institution				
2. Devoting effort to help others in need				
3. Leading by example				
4. Increasing your awareness of the relationship between global and local issues				
5. Actively working to further social justice				
6. Defining your own values and beliefs				
7. Demonstrating respect for others' differences				
8. Actively working toward a more inclusive community				
9. Ability to look critically at society and its institutions				
10. Making ethical decisions in personal situations				
11. Making ethical decisions in professional situations				
12. Understanding the Jesuit principle of being men and women for others				
13. Making connections between your intellectual and spiritual life				
14. Actively working to further ecological justice and care for the environment				
15. Finding the Divine in all things				
16. Advancing human rights				
17. Pursuing peace				
18. Working for the common good and well-being of all				
19. Making decisions through reflection, prayer, and discernment				
20. Speaking to others (i.e. students, colleagues) about Jesuit Catholic values				

H. Please describe one or more programs, experiences or activities at your institution which significantly enhanced your understanding of Jesuit Catholic mission, identity and/or values.

I. What is your hope for Jesuit Catholic higher education in the future?

Appendix C: Report on Xavier Surveys, 2013 and 2017

November 10, 2017

Additional Questions:

1. Have you participated in any faith-based programs in the past year (e.g., Mass of the Holy Spirit, Interfaith Prayer Service, Online Daily Reflections, Online Retreat, Department Retreat or Spiritual Direction, etc.)? If yes, please specify:

2. Have you participated in any mission-centric educational programs in the past year (e.g., Jesuit Faculty Seminar, Creighton Colleagues Program, Ignatian Colleague Program, Spirituality Plus Luncheons, Lectures on Catholic Social Teaching, etc.)? If yes, please specify:

3. Are you aware of the University's stance on the followings? (Check all that apply)

	Are you aware of? Check if yes.	Are you interested to learn more? Check if yes
Climate Change	<input type="checkbox"/>	<input type="checkbox"/>
Death penalty	<input type="checkbox"/>	<input type="checkbox"/>
Diversity and Race Relations	<input type="checkbox"/>	<input type="checkbox"/>
Environment/Sustainability	<input type="checkbox"/>	<input type="checkbox"/>
Fair Trade	<input type="checkbox"/>	<input type="checkbox"/>
Immigration	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C: Report on Xavier Surveys, 2013 and 2017

November 10, 2017

4. If you are engaged in the instruction of students, either clinical or classroom, please complete the following (skip if not applicable):

	Are you aware of? Check if yes.	Do you incorporate this in your teaching? Check if yes.
Ignatian pedagogy methods	<input type="checkbox"/>	<input type="checkbox"/>
Service Learning	<input type="checkbox"/>	<input type="checkbox"/>

Updated May 22, 2014

Magis Core Curriculum

Information for Current Students

NOTE: The Magis Core Curriculum applies to all Creighton University undergraduate students who matriculate as degree-seeking students in Fall Semester 2014 or later. Degree-seeking students who matriculated prior to Fall Semester 2014 must satisfy the Core Curriculum requirements of their college that existed prior to Fall Semester 2014.

Overview

The Magis Core Curriculum serves as the cornerstone of Creighton University education, laying a shared foundation for all undergraduate students in order to shape responsible citizens of the global community. In the Jesuit tradition, Magis is “the more”, aspiring toward excellence. As Catholic, the Magis Core Curriculum provides a framework to challenge students to pursue truth in all forms through the living tradition of the Catholic Church. As Jesuit, the Magis Core Curriculum is deeply rooted in Ignatian values and the Jesuit intellectual tradition, engaging students through intimate learning communities in critical dialogue about the ultimate questions of life.

The components that constitute the Magis Core Curriculum are intentionally selected to provide a congruous liberal educational experience for all undergraduate students. Students across all colleges interact, challenge ideas, and gain a deeper appreciation for diverse perspectives and experiences, thus promoting a culture of inquiry and mutual respect. A variety of course delivery methods, including distance education, are designed to foster student engagement. The Magis Core Curriculum promotes students’ ethical reasoning and critical thinking, and prepares students to respond to life’s challenges with discerning intelligence and thoughtful reflection. Committed to the inherent worth and dignity of each person, students gain an appreciation of ethnic and cultural diversity in all its forms, and develop a commitment to exploration of transcendent values and the promotion of justice.

Foundations

The Foundations components are foundational in several ways. First, they insure that students have foundational skills in self-expression, that is, in writing and in speaking. Second, students are introduced to three domains of critical thinking that have, from the beginning of the Jesuit educational tradition, been seen as foundational: (a) thinking critically about human experience through the study of history and literature; (b) thinking critically about religion through the study of theology; and (c) thinking critically about thinking itself through the study of philosophy. The Foundations components should normally be completed within the first year of undergraduate study.

Appendix E: Excerpt from Gallup Survey

Survey Finds Creighton Living its Mission | Creighton Magazine | Creighton University

Survey Finds Creighton Living its Mission

A commitment to serving others — especially the poor and marginalized — is ingrained in the mission and student experience at Creighton University, a 2015 survey by Creighton and Gallup confirmed.

It's also evidenced in the personal stories shared by current students.

Margaret “MJ” Jow, a senior from Fort Worth, Texas, for instance, says the University’s popular fall and spring break Service and Justice Trips, through the Schlegel Center for Service and Justice, “set Creighton apart from any other school in the nation.”

“I have friends at different schools all across the country and when I told them what I did, they said, ‘I wish I could do something like that,’” says Jow, who this fall traveled to Montgomery, Ala., on a trip designed to immerse students in the struggle for civil rights in America.

Jow says an invitation and call to serve the less fortunate — to get to know their stories and act for social justice — is steeped in the fabric and tradition of Creighton University.

“That’s a feeling you get at Creighton from the moment you step on campus,” she says. “And we think of it as a privilege to serve. We are so blessed to be able to do this and reflect on our faith.”

That feeling appears to be shared by many of her fellow students.

The Creighton-Gallup survey found that nine out of 10 Creighton undergraduate, graduate and professional students feel it is “their responsibility to use what they learn at Creighton to help others who are less fortunate.”

Other findings from the survey — a follow up to a comprehensive 2014 study of Creighton alumni — were equally striking and favorable in regard to the lasting effects of a Creighton education.

The 2015 Creighton-Gallup study included responses from 659 undergraduate alumni, with degrees attained between 2011 and 2015, and 630 graduate and professional alumni, with degrees attained between 2006 and 2015. It also included a student survey that included questions on Jesuit values, such as service to others.

Both the 2014 and 2015 surveys found that Creighton alumni were twice as likely to be thriving in five key elements of well-being — physical, financial, community, social and purpose — as compared to graduates nationally.

Creighton alumni also report positive relationships with their professors. In fact, twice as many Creighton graduates “strongly agree” that their professors cared about them as individuals as compared to Ivy League alumni.

Additional Creighton-Gallup surveys are ongoing.

The Creighton-Gallup survey found that nine out of 10 Creighton undergraduate, graduate and professional students feel it is “their responsibility to use what they learn at Creighton to help others who are less fortunate.”

Appendix E: Excerpt from Gallup Survey

Survey Finds Creighton Living its Mission | Creighton Magazine | Creighton University

Our undergraduate alumni:



are **engaged at work** compared to only 38% nationally



had a **good job waiting for them when they graduated** compared to 24% nationally



strongly agree their professors care about them as a person compared to 37% nationally

Our graduate and professional alumni:



had a **job waiting for them** when they graduated



are **thriving in five key elements** of well-being as compared to alumni of other institutions



are **thriving in purpose** well-being compared to 50% nationally

About 8 out of 10 Creighton students strongly agree/agree:

That the Jesuit, Catholic faith tradition and practices of Creighton are central to its mission and purpose



Mission Centered

That Creighton professors encourage students to reflect on how content can be applied in the real world



Real-World Applications

That at Creighton students are encouraged to dialogue with and listen to each other



Encouraged to Dialogue

Appendix F: List of Faith-based Student Organizations

Alpha Phi Omega	Service
Best Buddies	Service
Catholic Daughters of the Americas at Creighton	Faith-Based/ Spiritual
Catholic Student Organization	Faith-Based/ Spiritual
Community Kitchen	Service
Creighton Knights of Columbus	Faith-Based/ Spiritual
Creighton Navigators	Faith-Based/ Spiritual
Creighton Students for Life	Faith-Based/ Spiritual
Creighton University Circle K	Service
CU Jews: A student Jewish Union	Faith-Based/ Spiritual
Habitat for Humanity	Service
InterVarsity Christian Fellowship	Faith-Based/ Spiritual
Muslim Student Association	Faith-Based/ Spiritual
NETwork Against Malaria	Service
Orthodox Christian Fellowship	Faith-Based/ Spiritual

Appendix G: 2014 Statement on Diversity and Inclusion

Policies and Procedures

<i>SECTION:</i> Identity	<i>NO.</i> 1.1.6.		
<i>CHAPTER:</i> General	<i>ISSUED:</i> 3/15/2013	<i>REV. A</i>	<i>REV. B</i>
<i>POLICY:</i> Diversity and Inclusion	<i>PAGE 1 OF 1</i>		

Creighton University, inspired out of a Catholic and Jesuit tradition, treasures the innate dignity of each member of our community and upholds the sanctity of each human being as a profound gift of God. Finding the resplendence of the divine reflected in the uniqueness of every person, we seek, acknowledge and celebrate diversity at Creighton because our Catholic and Ignatian heritage inspires and impels us to do so.

Diversity in principle is the “service of faith in the promotion of justice.” Diversity enhances our social selves and intellectual lives by exposing all of us to methods, styles and frames of reference that challenge our unexamined assumptions helping us unmask personal, cultural, institutionalized, and organizational discrimination and stigmatization, recognizing that ignorance and stereotypes create and sustain privileges and preference for some, while creating and sustaining marginalization and oppression for others.

In a truly Catholic context, diversity at Creighton commends inclusion as a prudential, virtuous, and practical principle. Celebrating diversity at Creighton is an invitation to incarnate our mission to educate lifelong learners who will be agents for change in our local communities and in the world. Diversity at Creighton animates our varied intellectual pursuits and enriches our mission to “seek Truth in all its forms.”

To this end, Creighton faculty, staff, students and administrators seek to foster an environment of awareness, inclusion, and compassion for everyone in our community and our guests, regardless of age, culture, faith, ethnicity, immigrant status, race, gender, sexual orientation, language, physical appearance, physical ability, or social class. Our caring, hospitable community, our attention to those who are underserved, our academic and co-curricular offerings, and our admissions, hiring, and promotion policies all give testimony to our desire to make Creighton a welcoming, inclusive community. We do this by constant vigilance and reassessment of our campus climate, reaching out to those who are marginalized and whose voices are muted by the mainstream.



THE CREIGHTON 150 STRATEGIC PLAN

Lighting the Way

NOVEMBER 2017

Strategic Plan Vision Statement

Creighton University is a world-class academic institution recognized for excellence in teaching, learning, and research, and enriched by a more than 450-year tradition of Jesuit, Catholic education. With our depth and breadth in the liberal arts, distinctiveness in the health sciences, preeminence in law, and real-world innovation in business, Creighton is eminently poised to capitalize on compelling opportunities to significantly advance our premier standing locally, nationally, and globally.

We stand on the edge of our tomorrow, open to incredible new possibilities.

A dynamic vision guides our path. It focuses on deepening our programs in the humanities; expanding Creighton's academic reach, both with health care partners in Omaha and Phoenix and with professional and corporate partners locally, nationally, and globally; advancing innovative initiatives in interprofessional education and collaborative health care; cultivating a dynamic global perspective; rooted in faith, passionately pursuing our Jesuit, Catholic mission, with a special concern for diversity and inclusion; creating a more just, reconciled, and sustainable world; and continuing to strengthen our research and scholarship.

We are inspired and motivated in this pursuit by our outstanding students. They are ambitious, academically talented, diverse, and service-oriented—striving always to make their mark on the world.

Our future aligns with their future.

Creighton University graduates not only find success in their careers and professions, but they are an informed voice for justice on significant moral issues facing our communities, nation, and world.

Our students, faculty, staff, and alumni bring critical analysis and thoughtful discussion to complex societal issues, and put bold leadership into action for the benefit of all of humanity.

This is our passion. This is the Creighton difference.

It invites a joyful hope for the future, as we confidently explore ways to enhance the student experience and place our mission at the forefront in all that we do.

Creighton is not a place that stands still. Leveraging our comprehensiveness and complexity, we are pushing boundaries, engaging the world, advancing new knowledge, and leading the way in seeking creative solutions to some of society's most challenging issues.

Our shared future represents a significant undertaking by the entire Creighton community to do the important work that will advance Creighton to unprecedented heights. This is our time. This is our opportunity. Let us move forward together courageously to realize our best tomorrow.

The Creighton 150 Strategic Plan Lighting the Way

Creighton University is distinctive among institutions of higher learning as the living legacy of both a saint of the Catholic Church and one of the most visionary entrepreneurial families on the American frontier. As Jesuit and Catholic, the core of Creighton's identity comes from St. Ignatius of Loyola, who developed the Spiritual Exercises, founded the Society of Jesus in 1540, and opened schools as an intellectual, spiritual, and educational response to new realities in Catholic life in early modern Europe and, shortly thereafter, throughout the world. Today, while many developments of the 16th century have faded from memory, millions of people worldwide practice Ignatius' exercises and pedagogy to cultivate spiritual depth, guide wise discernment, strengthen personal integrity, give name to insights, and discover their God-given gifts to catalyze the creation of better selves, better communities, and a better world.

Creighton bears the distinctive characteristics of its founding family, which responded to the rapidly changing realities of America's territorial expansion and industrialization by wiring the nation with its first transcontinental telegraph. Rooted firmly in its Catholic faith, and seeing far beyond the immediate need for telecommunications on the frontier, the Creighton family—in collaboration with the local Catholic Church and, later, the Society of Jesus—committed its relationships and resources to develop the minds, heal the bodies, and strengthen the faith of all members of the Omaha community. Today, Creighton University is the place on the urban Great Plains where the traditions of St. Ignatius' Spiritual Exercises join with the Creighton family's spirit of progress and philanthropy and are sent forth to meet the needs of the world through our teaching, learning, research, faithfulness, service, and the accomplishments of our graduates.

Creighton University's unique guiding legacies have made it much more than simply a comprehensive university that leads the way in undergraduate research, interprofessional collaboration, and rigorous professional education. The

Creighton experience integrates intellectual, personal, spiritual, and career development through the rigorous study of the humanities and liberal arts along with discipline-specific content so that graduates perform well in their fields—and make their mark upon the world. Whether they become educators, scientists, social workers, entrepreneurs, or experts across a broad range of studies, Creighton graduates can draw from the liberal arts to imagine new avenues of inquiry, communicate effectively as leaders, and reflect deeply and critically upon the best ways to care for people who are vulnerable and on the margins of society. Creighton graduates strive to keep ethics, understanding, and empathy at the forefront of all they do. These seemingly disparate ways of being and knowing, represented eloquently in the figures of the innovative saint and the generous entrepreneur, have been melded throughout our history to form women and men for and with others, and who have gone forth from our classrooms, studios, laboratories, clinics, and experiential learning sites to set the world on fire.

Creighton's long traditions of academic excellence, formation of the whole person, expansion of its circle of inclusion, and improvement of the lives of others through the creation and dissemination of knowledge remain unshakable constants, even amid the fast-moving and revolutionary changes of the 21st century. Continuous transformations in the way we live, work, and know present novel opportunities for Creighton to realize its mission in new and exciting ways. Indeed, Ignatius' emphasis on the need for thoughtful

Appendix H: Excerpt from The Creighton 150 Strategic Plan: Lighting the Way

reflection upon the changing signs of the times, and strategic adaptation to the evolving needs of the world, position us to both thrive in today's environment, and impact it significantly.

Our history demonstrates the excellence to which we continually aspire; we stand upon moments of brilliance, courage, and innovation. Creighton launched just the second accelerated nursing program in the country. "Lynch Syndrome," a strain of hereditary nonpolyposis colon cancer, is named after Henry Lynch, MD, a pioneering Creighton cancer researcher. The late Robert Heaney, MD, the first to hold the John A. Creighton University Professorship, was a world-renowned leader in bone biology and vitamin D research. Mary Helen Stefaniak, MFA, received the 2011 Anisfield-Wolf Book Award, which recognizes written work that provides insight into racism and diversity, for her novel *The Cailiffs of Baghdad, Georgia*. Creighton's Institute for Latin American Concern, an Ignatian-led health and educational program, has connected health sciences and undergraduate students with rural communities in the Dominican Republic for more than 45 years. Creighton's history is rich with such hallmark publications, teaching recognitions, scientific discoveries, and programmatic firsts that represent leadership in and of our campus, and in American academe.

In recent years, Creighton has responded to evolving needs through the development of new degree and certificate programs; the growth of experiential learning in harmony with our Jesuit, Catholic mission; and the implementation of research collaborations in which students and faculty partner in the creation and dissemination of knowledge. These strategic successes noted the signs of the times and leveraged our distinctive mission to vigorously address challenges and realize opportunities.

Yet current realities also present additional pressures that could slow Creighton's accelerating momentum toward the vibrant future with which we are entrusted. The intensified competition among universities for top scholars in the face of a gradual decline in the number of prospective college students; rises in tuition costs and student indebtedness; the need to widen access to and affordability for students whose attendance here is impeded financially; dramatic shifts in the regulation and delivery of health care that impact the professions many of our graduates will enter; and the urgent need to attract and support faculty and researchers are examples of current trends that impact us.

As these challenges grow in complexity and number, Creighton must preserve its essential core while adapting to the expanding array of new conditions. **With its fidelity to the essentials of Jesuit, Catholic pedagogy and its long history of creative adaptation, Creighton is ready to reach new heights and chart a clear direction that connects the University's origins to its present-day realities and moves Creighton deliberately, and with discernment, into the future.** Like Ignatius of Loyola in the 16th century and the Creighton family in the 19th century, Creighton University will be prepared to address complex questions; implement solutions; collaborate with neighbors and nations in service to the common good; and bring to the world the knowledge that comes through "finding God in all things," which is the continuous integration of faith and reason. Ever Creighton, we move toward our horizon.

Appendix H: Excerpt from The Creighton 150 Strategic Plan: Lighting the Way

With the Strategic Plan, Creighton University is renewing the founding of the institution, recognizing that our history informs and inspires our bold future. The visionaries of our past compel us to dream big, explore fearlessly, and seek new heights. In what follows, we offer a small sampling of these hallmarks of distinction.

Hallmarks of Research and Innovation



- 1947 Markoe-DePorres Club meets for the first time on Creighton's campus. Named after St. Martin De Porres, the patron saint of social justice, the objective of the club is the realization of racial justice in Omaha.
- 1947 For the third time in the United States and the first time west of the Missouri River, cameras in the surgical pavilion of St. Joseph's Hospital telecast an operation.
- 1959 Christopher Kenny, PhD, professor of chemistry, is awarded the Benemerenti Medal by Pope John XXIII, now St. John XXIII, for his work in service to the Catholic Church.
- 1959 Hui O Hawaii Club hosts a campus celebration to recognize Hawaii's statehood, which eventually became our popular annual luau.
- 1961 The United States' first and largest Trans Telephone EKG Service debuts at Creighton.
- 1972 First Creighton students travel to the Dominican Republic to serve in a new joint venture between the University and the Centro de Educación para la Salud Integral Board, the genesis of our relationship with the Institute for Latin American Concern.
- 1975 First courses offered in the Master of Arts in Christian Spirituality, with an emphasis on Ignatian Spiritual Direction. This is the longest continual Master of Arts in Spirituality program open to laity and clergy in a Catholic university in the United States.
- 1975 Creighton's College of Nursing launches the second accelerated nursing program in the United States.
- 1976 The Institute for Latin American Concern program is established at Creighton. The next year, students travel to the Dominican Republic for eight weeks in the summer to assist rural communities with health care and living conditions.
- 1981 The Rev. Leland Lubbers, SJ, establishes a foreign language cable television station at Creighton for the promotion of language acquisition, cultural understanding, and friendship, paving the way for the birth of SCOLA in 1993.
- 1983 Robert Fitzgibbons Jr., MD, professor of medicine and chair of the Department of Surgery, pioneers minimally invasive surgical procedures.
- 1984 The term "Lynch syndrome" is coined, recognizing the contributions of pioneering Creighton cancer researcher Henry Lynch, MD, in identifying a strain of hereditary nonpolyposis colon cancer.
- 1987 Barbara Braden, PhD, of the College of Nursing, published an article describing the Braden Scale for predicting pressure sore risk, which transformed the field.
- 1990 HollyAnn Harris, PhD, associate professor of chemistry, is named the inaugural Clare Boothe Luce Faculty Chair for Women in Science. Six faculty members, with the seventh beginning in fall 2017, have since held the chair.
- 1992 First Outpatient Cardiac Center and Outpatient Cardiac Catheterization lab in the Midwest is established at Creighton.
- 1992 The College of Business Administration initiates a Portfolio Practicum Program. Under the direction of faculty and oversight of the University's Investment Committee, undergraduate finance students manage investments.
- 1993 Creighton launches the first Doctor of Physical Therapy program in the nation.
- 1996 Greg Zacharias, PhD, professor of English, founds the Center for Henry James Studies at Creighton, now one of the most comprehensive, collaborative research centers on the life, work, and times of the acclaimed American novelist.
- 1998 Creighton begins offering daily reflections to share with faculty and staff. Within weeks, readers from around the world begin following the online reflections. Today, the Online Ministries website receives millions of hits each year, from across the globe.
- 1999 Creighton launches the first Doctor of Occupational Therapy program in the United States.
- 2001 Creighton launches the first online Doctor of Pharmacy program in the United States.
- 2003 Creighton launches a Master of Arts in Ministry in cooperation with the Omaha Archdiocese. The program transitioned to an online program, making Creighton one of the first Jesuit universities to teach ministry in an online format.
- 2003 In collaboration with the Institute for Latin American Concern, Creighton starts the first medical and surgical preventive ophthalmology program in the Dominican Republic, specifically targeting the eradication of vitamin A deficiency in children and glaucoma in adults.
- 2004 Creighton dedicates Michael G. Morrison, SJ, Stadium, one of the premier soccer facilities in the United States.
- 2004 Jesuit Superior General the Very Rev. Peter-Hans Kolvenbach, SJ, delivers a speech on Creighton's campus during a historic visit to Omaha.

Appendix H: Excerpt from The Creighton 150 Strategic Plan: Lighting the Way

2004 An outpatient surgery center opens at the Institute for Latin American Concern Center in Santiago, Dominican Republic, allowing Creighton surgeons to perform procedures for underserved patients.

2004 The student-founded, student-run Magis Clinic opens inside the Siena/Francis House in Omaha, providing care to the area's homeless population.

2004 Faculty Mission and Identity Seminar on Jesuit Higher Education is established, a 10-session series for faculty each academic year on Catholic character and Ignatian formation.

2004 The Werner Institute for alternative dispute resolution in the School of Law is founded at Creighton.

2006 Creighton is named No. 5 among top wired campuses by *PC Magazine*.

2006 College of Business launches Master of Security Analysis and Portfolio Management (now titled Master of Investment Management and Financial Analysis) through a partnership with the Chartered Financial Analysts (CFA) Institute. Our faculty includes the most CFA charter holders of any university in the world.

2007 Creighton School of Law and the Department of Political Science collaborate to publish a groundbreaking study, establishing a property claims settlement system for a post-Castro Cuba.

2007 Four Creighton students are named Goldwater Scholars, more than many Ivy League schools that year. Today, with 20 Goldwater Scholars in the last 13 years, Creighton is one of the premier producers of Goldwater Scholars in the United States.

2007 Three Creighton faculty—Joan Lappe, PhD, Robert Recker, MD, and Robert Heaney, MD—publish findings from a landmark study linking vitamin D to a reduction in cancer risk.

2008 Creighton launches a hybrid learning collaboration for entry-level Doctor of Occupational Therapy students at the University of Alaska Anchorage.

2009 Creighton School of Medicine and St. Joseph's Hospital and Medical Center create an academic affiliation, establishing a Creighton medical school presence in Phoenix.

2010 Coordinating with the Institute for Latin American Concern, Creighton sends the first international medical/surgical response team to the Dominican Republic to treat earthquake victims beginning five days after the Jan. 12, 2010, disaster devastated nearby Haiti.

2011 Creighton Graduate School launches EdD program in interdisciplinary leadership.

2011 Mary Helen Stefaniak, MFA, professor emerita in the Department of English, receives the Anisfield-Wolf Book Award for Fiction for her novel *The Cailiffs of Baghdad, Georgia*.

2012 The St. Francis Mission Dental Clinic opens on the Rosebud Indian Reservation, with Creighton dental faculty and students providing much-needed care.

2013 Creighton is approved to shelter a chapter of Phi Beta Kappa, the nation's oldest honor society, making it the 14th of the 28 Jesuit colleges and universities in the United States with a chapter.

2013 Gintaras Duda, PhD, associate professor of physics, is named the CASE/Carnegie National Professor of the Year, and Matt Huss, PhD, professor and chair of psychology, is named Nebraska State Professor of the Year.

2013 Creighton launches Center for Undergraduate Research and Scholarship, providing a platform for the accomplishments and hard work of the University's undergraduate student and faculty researchers.

2013 The Heider College of Business becomes the first named school or college at Creighton, celebrating the lives of Charles and Mary Heider.

2014 College of Nursing faculty develop the Creighton Competency Evaluation Instrument, used by the National League for Nursing in a landmark national study of simulation learning.

2013 The iJay Store opens as the first and only student-run Apple Authorized Campus Store in the world. As part of the iJay practicum course, Creighton students make all of the store's managerial and operational decisions.

2015 Creighton's first centralized, high-performance supercomputer is released for faculty and student research support.

2015 Creighton launches a hybrid learning collaboration for entry-level Doctor of Occupational Therapy students at Regis University.

2015 Heider College of Business launches a unique Doctor of Business Administration program, seeking to create doctoral faculty candidates who are educated in Jesuit business pedagogy, in collaboration with other Jesuit colleges of business.

2015 Creighton's Online Ministries website receives more than 40 million hits from 208 countries.

2016 *Hustlen Hazel*, a book by Jinmei Yuan, PhD, professor in the Department of Philosophy, receives a People's Literature Award for the Best Novels for 2014 and 2015, which honors five top Chinese-language novels.

2017 Encuentro Dominicano celebrates its 25th anniversary. Since its inception in 1992, more than 450 undergraduate students have participated in the program.

2017 Creighton establishes a Community Health and Well-Being Center in North Omaha in conjunction with the 75 North initiative at Highlander.

2018 Building on more than 40 years of the Creighton University College of Nursing's well-respected 12-month accelerated BSN program, classes will begin in Phoenix as an expansion of the program.

2018 Institute for Latin American Concern will celebrate its 45th anniversary. Since its inception, 4,381 Creighton students have traveled to the Dominican Republic in service to others.

Our Themes and Goals

The Creighton 150 Strategic Plan draws from the University's unique heritage and builds upon its current strengths so that we can respond effectively to the constantly expanding needs of local, national, and global communities in this era of promise and peril. New technological, political, social, economic, and environmental realities call for novel, learned, holistic, interdisciplinary approaches to the practical and ethical questions they raise. Creighton is preparing to lead in the development of answers for today, and to inform, form, and transform imaginative, broadly trained, ethical, compassionate, faith-filled, globally minded solution-seekers for tomorrow.

In service of this call to action, our Strategic Plan embraces hallmarks of our research and innovation. We engage in formation through our humanistic educational tradition, disciplinary excellence, and interdisciplinary integration. We celebrate ongoing innovation in our distinctive collection of health sciences, business, and professional programs, where the liberal arts shape what and how our campus studies. And, we create a dynamic and responsive learning environment within Creighton's rich urban locale with the structures, spaces, and technology for our students, faculty, and staff to work and live collaboratively and intentionally. Formation, innovation, and environment will continue to guide our community as we work together toward a future that is Jesuit and Catholic, and truly Creighton.

To move toward the horizon envisioned in our Strategic Plan, we will closely coordinate work on the goals of our Campus Master Plan and a Comprehensive Campaign. The Comprehensive Campaign includes fundraising for the Strategic Plan's significant financial investments in programs and people. Whether it be scholarships to aid students in need; professorships to support our faculty's teaching, service, and research; or construction of new learning spaces, the Comprehensive Campaign will seek the generosity of our alumni and friends in service of the Strategic Plan. This philanthropy will be joined with our continued commitment to stewarding our resources by responsibly managing expenses and identifying new revenue-generating opportunities.

The Strategic Plan envisions renovation and construction of facilities, and work on these structures and spaces must be integrated into our Campus Master Plan. The goals in our current plan contemplate new capital projects, such as spaces for interprofessional education, a learning commons, and a physical campus in Arizona, which must be integrated into a Campus Master Plan that also tends to the ongoing maintenance and improvement of our existing campus environment. Working together, our Strategic Plan, Campus Master Plan, and Comprehensive Campaign will boldly advance Creighton along the pathway of our founders and tend the flame that ignites a passion for learning, reflecting, solving, and serving in every corner of our community.

Creighton University Mission Statement

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

Schools and Colleges

College of Arts and Sciences (1878)

School of Medicine (1892)

School of Law (1904)

School of Dentistry (1905)

School of Pharmacy and Health Professions (1905)

Heider College of Business (1920)

Graduate School (1926)

College of Nursing (1971; four-year bachelor's degree program began in 1958)

College of Professional Studies (1983)

Creighton
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