Accreditation
Self-Study Report
Spring 2007

Creighton
U N I V E R S I T Y

Higher Learning Commission of the North Central Association

Creighton University Mission

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 student's 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.

Creighton
U N I V E R S I T Y

ACCREDITATION
Self-Study Report

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Creighton
UNIVERSITY

CHAPTER 1

OVERVIEW of the SELF-STUDY REPORT and PROCESS

At the heart of Creighton University is a community rooted in a mission that is animated by a faith that is both Catholic and inclusive.

Overview of the Self-Study Report and Process

A Brief History of Creighton University

At the heart of Creighton University is a community rooted in a mission that is animated by a faith that is both Catholic and inclusive. Creighton is a place where "the gospel is in dialogue with culture" and where "faith meets reason." Without this identity, Creighton is just another very good to excellent, comprehensive university. As a Jesuit, Catholic university, Creighton seeks to find ways to lead. We who comprise Creighton University are not afraid to hold in tension the best of what a university is and what our Jesuit and Catholic nature brings to the academy and our students and patients. There is something unique about a faith-based university that is not replicated at non faith-based institutions. At Creighton, that uniqueness is palpable on our campus, in how we educate our students, and in how we care for our patients.

Creighton University, and the Creighton College of Arts and Sciences, were founded in 1878 through the generosity of Mary Lucretia Creighton, who included $100,000 (nearly $2,000,000 today) in her will for the purpose of establishing a school in memory of her husband. She specifically directed that the school be "in the city of Omaha," "of the class and grade of a college," and "known as Creighton College." What started with a handful of students, enrolled in college preparatory classes on 6.2 acres of land has grown to a comprehensive university of 6,981 students, enrolled across nine colleges and schools, on 125 acres in two states. The initial growth of the college was slow, as it was difficult at that time to find students prepared to engage in college-level coursework. However, the faculty and administration of Creighton stayed true to their mission and the persons they served, and in 1891, the first baccalaureate degree was awarded.

In 1892, John A. Creighton established the John A. Creighton Medical College and funded a 200-bed hospital, the Creighton Memorial St. Joseph Hospital. The hospital became and continues to be the primary resource for clinical instruction in the Scool of Medicine. The hospital actively served patients until 1978 when a new facility opened, which has grown into the Creighton University Medical Center. Between 1904 and 1928, the Schools of Law, Dentistry, Pharmacy, Nursing, Graduate students, and the College of Business Administration were opened. In 1983, University College opened to make credit courses, non-credit courses, and degree opportunities available to nontraditional students. As modern education has become more scientific and technological, the liberal arts remain the focal point of Jesuit undergraduate education. Across all colleges and schools, Creighton University enacts the Ignatian objective to train moral, spiritual people to become leaders of their communities.

Creighton University is an institution known for quality, value-centered undergraduate education, professional education, health care delivery, service and outreach to our communities, and an the intellectual center for Catholic thought and dialogue. As such, it operates and is respected well beyond the

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borders of Omaha and Nebraska. Creighton's connection to its host city and region is evidenced by our attention to issues of poverty and justice in the Omaha metropolitan area. Eighty-six percent of our outreach occurs east of 72nd Street in the neediest areas of metropolitan Omaha. When opportunities arose to allow Creighton to move its health care facilities westward to match the growth of Omaha, we intentionally stayed in our neighborhood to continue to provide a stabilizing influence and serve the poor and underserved in this part of Omaha. We at Creighton are proud to be the university that hears the voices of the unheard in Omaha, the Native American reservations in Nebraska and South Dakota, the Dominican Republic, and through the thousands of people worldwide who engage our online ministry web site.

Ethics, service, and excellence: those three words have been consistent across the 129 years of Creighton University's existence, serving as the foundation for what we do today. As the city of Omaha, our country, and the world have grown and changed, Creighton University similarly has grown and changed to prepare our students to be leaders in their careers and professions and to live a life for and with others in the modern world. Throughout our history, we have based our andragogy on Ignatian pedagogy. Our 97 academic programs are designed for student learning placed within the context of their experiences, formed further by student reflection on what they learn and how that affects their future experiences, and culminating in preparing them to act upon their world for the benefit of others.

We continue to expand our academic centers and programs to prepare our students for a life of magis (more). Exemplars are many. The Center for Health Policy and Ethics is the home for interdisciplinary efforts in examining health-related issues and forming ethically committed health care professionals since 1985. The Creighton Center for Service and Justice works to build a community of faith, in service, for justice. Formed in 2005, the Werner Institute for Negotiation and Dispute Resolution is building a bridge between the interdisciplinary field of conflict resolution and the issues faced by people in an increasingly complex world.

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Our physical resources are expanding to better serve our students. Davis Square and Opus Hall both provide affordable housing for our juniors and seniors, but also bring them back on campus to play a stronger mentoring role to our freshmen and sophomores. The Student Living-Learning Center, scheduled for completion in 2008, will provide a focal point for student services as well as communal space for students to gather, interact, and learn together. Making this expansion of our physical resources possible is our $350 million *Willing to Lead* capital campaign. This campaign seeks to expand our human resources as well as increase the access and affordability of education to our future students as we move from a model of tuition dependence to philanthropic dependence.

Today, Creighton is a vibrant, healthy, productive, and responsive institution, consistently ranked nationally and recognized as an outstanding master's university with very strong professional schools. We educate highly qualified students and deliver quality health care. We possess excellent faculty who

teach with passion and professionalism while being committed to timely and relevant research, scholarship, and clinical work. Creighton remains a university known for its sense of community, faithful to its mission and identity, existing in service for and with others. Our accreditation self-study process is an extension of the planning processes we have used over the past few years. As we continue toward our future, student learning will remain a primary goal. The addition of service to learning is integral to the formation of our students, providing them a life-long disposition to be women and men for and with others. We must be vigilant in fostering our Jesuit Catholic identity. In an age of increasing secularization, of competing ideologies and values, and an atmosphere that challenges and denies the value of the human person, Creighton must not be afraid to hold in tension the best of what a university is and the best of what Jesuit and Catholic bring to the academy. We must remain a place "where the gospel is in dialogue with culture" and where "faith meets reason."

Organization of the Self-Study Report

Extending Our Strategic Planning Process
Through the Self-Study Process

Creighton University's strategic planning process commenced in May, 1998, when then President Reverend Michael G. Morrison, S.J., convened a planning meeting facilitated by members of the College of Business Administration. He asked for fifteen to twenty bold new ideas -- a request that generated eighteen initiatives. In the fall of 1998, eighteen task forces were convened to correspond to those initiatives; 232 faculty, staff, administrators and students from across the University served on those task forces.

On May 12, 1999, an all-University planning day was held to communicate and share task force recommendations with the University community. Approximately 570 people attended the event. A report of its results followed that was sent to all Creighton University personnel. Fr. Morrison then announced his intention to retire within a year on May 26, 1999. An administrative retreat was convened in fall 1999 to decide an appropriate course of action. At that time, administrators performed a SWOT analysis, and the eighteen ideas or initiatives were culled to fifteen. In summer 2000, Fr. Morrison retired, and in fall 2000, Reverend John P. Schlegel, S.J., was inaugurated as Creighton's new President.

In spring 2001, a steering committee was formed under the direction of Dr. Charles Dougherty, then Vice President for Academic Affairs. That committee was charged to confirm those strategic initiatives that were still relevant and to assign goals and objectives for each. Dr. Dougherty later resigned in summer 2001, and Dr. Barbara Braden assumed strategic planning responsibilities as acting Vice President for Academic Affairs. Under her direction, nine committees were formed in fall 2001 to review the work of the steering committee and to elaborate upon its objectives. In January 2002, Fr. Schlegel convened an administrative retreat to review the work of the committees. At that time, the goals were consolidated to five, supported by

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relevant objectives. In spring 2002, the committees reconvened to devise action plans for the single most important objective related to each goal. A report of those efforts was presented to the Creighton Board of Directors in June 2002. At that time, Professor Christine Wiseman had been appointed Vice President for Academic Affairs. She assumed the position on July 1, 2002 and assumed responsibility as well for concluding Creighton's Strategic Plan. Under her direction and the direction of Fr. Schlegel, members of the administration continued to deliberate and prioritize strategic initiatives and to formulate relevant goals and tactics, assigning responsibility for each to various units or individuals ("accountability"), and ascribing a time frame for each. With additional assistance from strategic planning faculty in the College of Business Administration, the plan was reformulated as noted in this document. It was adopted by Fr. Schlegel and the members of his Cabinet on March 14, 2003.

Over the past three years, the University has increased its efforts to continue to plan strategically by linking its strategic plan to the operating and capital budget and working to have student learning be at the center of the planning and budgeting processes. Recent work on the strategic planning process, and ancillary processes, has been grounded in an increasing focus on mission-based outcomes, while retaining attention to inputs, processes, and resources. This evolution to mission-based outcomes-focused planning has allowed a smooth transition to expand the reach of strategic planning to incorporate our self-study.

Our Self-Study Process:
Balancing Top-Down and Grass Roots Leadership

Creighton University's culture is a balance of *top-down and grass roots* leadership. The University's faculty and staff expect their administrators to lead them and the university, in keeping with the University's mission. At the same time, those faculty and staff regularly provide institutional leadership through their innovation in the classroom, clinics, and labs, through established governance processes, and through the informal communication and decision-making system that is a strong part of our culture.

Creating a self-study process in opposition to that culture may look good on paper, but operationally it would create more friction than would a process that flows with the culture. Thus, we have designed a two-pronged approach to the self-study process. The first prong rests on the Self-Study Steering Committee's (SSSC) ability to identify the persons on campus who are key information holders, relative to the five accreditation criteria and their twenty-one core components. Having identified those persons, the self-study coordinator interviewed each person, explained the self-study and accreditation processes, focused particular attention on the criteria and core components relevant to the key person's area, and listened to that person's comments, suggestions, and ideas. Each person interviewed identified additional people in his or her area who could provide more data, information, and evaluative perspectives from which we gained a better understanding of our organization. This *top-down* method of inquiry and evaluation allowed us to reach hundreds of people throughout the organization using the established lines of formal and informal communication and feedback.

As data and information were shared with the self-study coordinator, he worked with SSSC members to compile those items into the self-study report, using the core components as the report's framework. Drafts of the self-study report were posted to the web for review by everyone in the campus community, with particular attention from those who contributed data and information through the self-study process. Opportunities to provide feedback on the report were provided via email, a web-based form allowing anonymous contributions, telephone, and Town Hall Meetings. Four Town Hall Meetings were held in total, one for faculty, two for staff members, and one for students. The dialogue from those meetings helped us collectively evaluate our structures and processes while allowing direct input into the change recommendation process. This was the beginning of a *grass roots*-based flow of ideas through which we can improve the University during, and more importantly after, the accreditation site visit. Our goal is to improve our processes of self-reflection and improvement and earn re-accreditation in the process.

Strategic Planning as Part of the Accreditation Self-Study Process

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A significant part of an accreditation self-study process is to enable a thorough understanding of the strengths and weaknesses of the institution as they relate to the university's mission. Further, it is important to consider what the university currently does, might do, and should not do within its internal and external environments. Gathering data to create such an understanding typically takes considerable time and committee work. Here at Creighton, we have accomplished much of that effort through our university-level strategic planning over the past two years. The strategic planning process, including creating linkages between the strategic plan and the university's budgets, has followed a *top-down – grass roots process* similar to that described above. The strategic SWOT analyses (i.e., the identification of our internal strengths, internal weaknesses, external opportunities, and external threats) conducted in 2004, 2005, and 2006 provided substantial information normally gathered through a self-study process. Additionally, because that data gathering was, and continues to be, part of the strategic planning process, all of the data are used to evaluate the current University processes and structures as well as its future plans. It is because so much of the outputs of our strategic planning process can feed into the self-study process that we designed our *top-down – grass roots* process, rather than rely on the more traditional approach of numerous committees and group-centered data and information acquisition.

Review of Self-Study Material

We have put as much self-study documentation and evidence online as is feasible, either on our accreditation web site or within the University's Digital Media Archive. The technical support for this is being handled by the Health Sciences Library (HSL) via its Hyperion software. The Institutional Repository Team's focus is on building the institutional repository, and the processes by which that repository can be enhanced and accessed, for use by faculty and staff as part of their daily work in the years to come. Use by the accreditation

site visit team members will be a positive outcome of this effort, but the real benefit to the university will be its use of the repository in years to come.

Beyond the accreditation site visit, we will extend the work of the self-study process to continue building an institutional repository of key documents. That repository will allow us to share information with a broader audience across campus and to do so in a timely manner. The process of identifying the key documents also will allow us to engage more people in the process of thinking about what we do, what work products result, and how each person's work is interrelated to the work of others at Creighton.

All feedback from this review process has been directed to the SSSC. They provided regular updates to the University, describing the status of the self-study process, identifying changes made as a result of feedback received, and inviting further feedback. These updates were provided to groups such as the President's Cabinet, the University's Academic Council, the College of Arts and Sciences Faculty Senate, and the College of Arts and Sciences Council of Chairs.

Closing the Loop

Through the design of our self-study process, and the work completed to date, it has been our intention to use the self-study process to improve the functions and outcomes of our University. This intention has created a bit more ambiguity than what might occur with a stronger focus on the self-study report and the subsequent accreditation site visit. We have attempted to use this self-study process as a means through which to make us better not merely to write a report through which to earn reaccreditation. We have found that as more and more people engaged in the *top-down – grass roots* process, the climate of the self-study process took shape and our faculty and staff saw this as an effort to improve an already good system, rather than "just" an exercise for reaccreditation.

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We recognize the riskiness of taking this approach, but, we believe the benefits realized will far outweigh the risks we will encounter. If this process works as designed, and so far it appears to be doing so we will encounter broad-based support to continue those things that work, to generate workable ideas to improve those things that can be made better, and the will to discontinue those things that stand in the way of fully enacting our mission.

The Self-Study Report

This self-study report is an artifact of our self-study process. As such, we see it as a snapshot of our University at this point in time, providing visibility into our structures, processes, and people, what we do particularly well, and what we need to improve. We also see it as one of several steps we will take as we attempt to continually improve our institution. Combined with our on-going university-level strategic planning, college-and school-level strategic planning, and other planning and budgeting efforts, this document will serve as a signpost reference as we move ahead.

In addition to its usefulness internally to Creighton, this Self-Study Report also serves an important external function in communicating to the Higher Learning Commission and the Accreditation Site Visit Team. The Self-Study Report contains the following sections:

- Overview of the Self-Study Report and Process
- Organization of Creighton University
- Response to Concerns from the 1996 Site Visit
- Response to Suggestions from the 1996 Site Visit
- Significant Changes 1997 – 2007
- Criterion 1: Mission and Integrity
- Criterion 2: Preparing for the Future
- Criterion 3: Student Learning and Effective Teaching
- Criterion 4: Acquisition, Discovery, and Application of Knowledge
- Criterion 5: Engagement and Service
- Federal Compliance

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Creighton UNIVERSITY

CHAPTER 2

ORGANIZATION of CREIGHTON UNIVERSITY
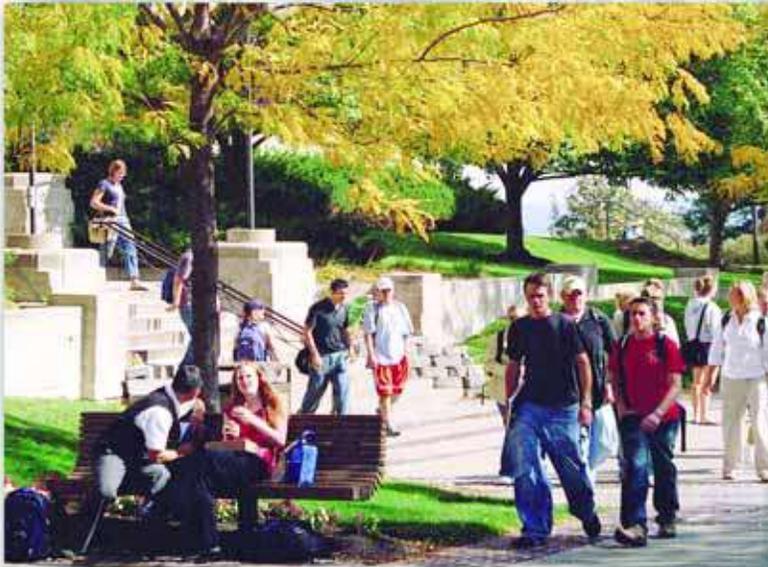
Affiliated with the Association of Jesuit Colleges and Universities, Creighton University is a Roman Catholic university in the Jesuit tradition.

Organization of Creighton University

Creighton University is a private university of 6,981 students in Omaha, Nebraska. Affiliated with the Association of Jesuit Colleges and Universities, Creighton University is a Roman Catholic university in the Jesuit tradition. The University is governed by a Board of Directors, administered by a President, two Academic Vice Presidents, six Vice Presidents of non academic divisions, and a robust faculty and staff governance structure. Academic programs are offered within our three colleges and six schools: College of Arts and Sciences, College of Business Administration, University College, School of Dentistry, School of Law, School of Medicine, School of Nursing, School of Pharmacy and Health Professions, and the Graduate School.

Board of Directors

Creighton's Board of Directors is comprised of thirty-eight community, nonprofit, educational, and corporate leaders who are alumni and friends of the University. While it is preferred that the President of the University be a member of the Society of Jesus, the Chairman of the Board need not and is elected from among the lay members of the Board. The Board meets four times a year on the first Mondays of March, June, October, and December, with subcommittees of the Board meeting with officers and key faculty and staff.

President's Office

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The President is the primary interface between the Board and the University, though the Board members do work with the members of the President's Cabinet (Vice Presidents and the General Counsel). Each of the Vice Presidents in the Cabinet operates his or her own division, except for the Vice President for Institutional Relations, who operates within the President's Office. Other functions housed within the President's office include the Research Compliance Director, the Affirmative Action Director and Special Assistant to the President for Diversity and Outreach, the Special Assistant to the President for Stewardship, the Internal Audit Director, and several executive assistants.

Vice Presidents' Divisions

Eight vice presidents and the University's general counsel, along with the President, comprise the executive leadership team. Each vice president leads his or her particular division yet works collaboratively across all divisions. The Vice President for Academic Affairs (VPAA), Christine Wiseman, J.D., has oversight for the College of Arts and Sciences, the College of Business Administration, the Graduate School, the School of Law, and University College and Summer Sessions. In addition to those academic areas, the VPAA also manages these support areas: Academic Excellence and Assessment, Undergraduate Admissions, Educational Opportunity Programs, Financial Aid, International Programs, Reinert Alumni Library, Enrollment Management, Student Retention and University Registrar.

Within the Division of Administration and Finance are the offices and departments that provide the underlying administrative and financial support for all university functions. Under the direction of Daniel Burkey, this division includes the Budget Office, Card Services, the Controller's Office, Employee Relations, Environmental Health and Safety, Facilities Management, Human Resources, Mail Services, Printing Services, Public Safety, Purchasing, Shuttle Services, Student Accounts, the Treasurer's Office, and the University Moving Service.

The Vice President for Health Sciences (VPHS), Dr. Cam Enarson, has oversight for the health science-related schools, including the Schools of Medicine, Dentistry, Nursing, and Pharmacy and Health Professions, as well as the Health Sciences Library. The VPHS is the University representative to Creighton University Medical Center and provides oversight on hospital issues related to the health science units. Other units reporting to the VPHS include the Center for Health Policy and Ethics, Continuing Medical Education, Grants Administration, Health Sciences – Multicultural and Community Affairs, Pastoral Care, Radiation Safety. The Associate General Counsel to Health Sciences and the University Privacy Officer, as well as a variety of health centers and institutes report to the VPHS as well.

The Division of Information Technology (DoIT) is led by Brian Young. This division provides the technological infrastructure and support for much of the University. Such support includes data and systems security, support for administrative databases, classroom technology support, computer-mediated communication support, hardware purchase and maintenance support, web-enabled course support, media services, network support, software licensing, a help desk, telecommunications, and technology training. The division also has a support and training arm for academic and e-learning initiatives and a faculty development center for technology training. Lastly, DoIT provides photography, web development, television production and streaming media capabilities to the University.

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University Ministry, led by the Rev. Andy Alexander, S.J., is the division of the university that provides the nonacademic and nonclinical ministries for the students, faculty, and staff of Creighton University. Six departments comprise this division: Campus Ministry, the Center for Service and Justice, the Collaborative Ministry Office, the Deglman Center for Ignatian Spirituality, the Institute for Latin American Concern (ILAC), and the CU Retreat Center.

The Division of Student Services provides programs, services, and resources for student activities and co-curricular student learning while at Creighton. Dr. John Cernech leads this division, which includes the Academic Success Office, Athletics, Campus Recreation and Intramurals, Counseling and Psychological Services, the Center for Student Integrity, the Creighton Career Center, the Department of Residence Life, the Lieben Center for Women, New Student Orientation, the Office of Multicultural Affairs, Peer Education, the Skutt Student Center, the Student Activities Office, Student Health Services, and the University Dining Services.

The Division of University Relations, led by Lisa Calvert, is responsible for fundraising, including the $350 million *Willing to Lead* Campaign for Creighton. This campaign is supported through the Development and the Operations and Special Projects units within the division. The Marketing and Public Relations unit provides a centralized support service for publications, media relations, marketing communications, advertising, event management, and public relations. Contact with our alumni is managed through the Alumni Relations unit, which also falls within this division.

Creighton students, staff, and faculty provide local, national, and international service as part of our educational and patient care enterprises. Through Pat Callone, the Division of Institutional Relations tracks who provides service to whom, why, and (when possible) to what effect. This office also coordinates the Community Relations Contacts to make it easier for agencies to locate the appropriate contact person within Creighton University.

The office of the General Counsel manages the legal affairs of the University. In his capacity as General Counsel, Greg Jahn, J.D., also manages the responsibility for University government relations, risk management, and regulatory support.

College of Arts and Sciences

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The College of Arts and Sciences is home to thirty-one departments and programs that offer bachelor's degrees. In the fall 2006 semester, 2,615 students were enrolled in the College of Arts and Sciences. In addition to program-level learning goals, the College faculty, staff, and administrators have established college-level goals that all graduating students are expected to meet. As enumerated, graduates will have learned to:

• Communicate clearly and effectively in written, spoken, mathematical, and artistic languages;

• Think critically about information, assumptions, and arguments found in multiple forms of academic and cultural discourse;

• Integrate broad and diverse learning with at least one individually chosen academic discipline or professional field;

• Appreciate the Christian, Catholic, and Jesuit intellectual traditions in the context of historical, cultural, and spiritual concerns.

• Apply a reasoned approach to effective decision-making according to sound and coherent ethical principles; and

• Relate an active commitment to learning, truth, and justice to a life of service and to the development of the global community.

Beyond its departments and programs, the College is home to six centers, including the Center for Henry James Studies, Center for Marriage and Family, Center for Mathematics of Uncertainty, Center for the Study of Children's

Issues, the Klutznick Chair in Jewish Civilization, and the Kripke Center for the Study of Religion and Society. The College is administered by a Dean, a Senior Associate Dean, an Associate Dean, an Assistant Dean for Advising, an Assistant Dean for Administration and Finance, a Computer Support Coordinator, and a variety of executive and administrative support staff.

College of Business Administration

The College of Business Administration offers a four-year undergraduate degree program, the Bachelor of Science in Business Administration (BSBA) and several graduate degree programs. In particular, it offers three graduate degree programs: a Master of Business Administration (MBA), Master of Science in Information Technology Management (MSITM), and a Master of Security Analysis and Portfolio Management (MSAPM). Four dual degree programs include the Master of Business Administration/Master of Science in Information Technology Management (BMA/MS-ITM), the 3-3 Business/Administration/Law degree (MBA/JD), the Master of Business Administration Doctor of Pharmacy Join Degree Programs (MBA/PharmD), and the Master of Business Administration/ Master of International Relations Joint Degree Program (MBA/INR).

The College has a total enrollment of close to 700. Thirty-four full-time faculty members provide instruction in accounting, economics, finance, information systems & technology, entrepreneurship, and marketing. The College is home to the Anna Tyler Waite Center for Leadership, the Joe Ricketts Center in Electronic Commerce and Database Marketing, and the Economic Conditions web site, an economic forecasting web site available to citizens and government officials in the Midwest region. The College is administered by a Dean, two Associate Deans, and a variety of administrative support staff.

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Businesses count on Creighton to supply well-educated, ethical people who will assume leadership roles and positions of responsibility. Creighton is committed to constantly improving its business education programs to meet the evolving needs of the corporate community. Numerous graduates from the College of Business Administration have assumed important leadership roles in their profession. In part, this is achieved by attending to the College's mission: Guided by its Jesuit heritage, the College forms leaders who promote justice and use their business knowledge to improve the world. This is also achieved by enacting the values articulated by the College of Business Administration:

 • Excellence - through responsibility and accountability;

 • Personal and professional success - built on integrity, honesty, trust, justice, and compassion;

 • Successful living - integrating the spiritual, mental, social and physical aspects of life;

 • Leadership - based on service to others; and

 • Respect for self and others - embracing diversity and dignity of all individuals.

Graduate School

The Graduate School administers graduate education in twenty-one programs, including graduate coursework offered at Offutt Air Force Base. In the fall 2006 semester, 555 students were enrolled in graduate programs. In the fall of 2006, the position of Graduate School Dean was combined with the newly created Associate Vice President for Faculty Development (Academic Affairs). This change allows the Graduate School Dean to support graduate programs while also supporting faculty scholarship generally across all units within the Division of Academic Affairs, particularly the scholarship of teaching and learning.

Within the context of Creighton as a Jesuit, Catholic University, the Graduate School provides value-centered education that develops advanced mastery of a field of study. It places graduate students in personal contact with faculty scholars in an environment which fosters critical judgment, scholarly initiative and disciplined inquiry. From the Mission Statement emerge six objectives.

At the completion of their graduate program, the student will:

- demonstrate an appreciation for the use of specialized knowledge in a field of study in service to others;

- identify and suggest possible solutions to ethical dilemmas that occur in their work and in their field of study;

- analyze, interpret, and critique advanced knowledge in the field of study;

- propose, defend, and conduct research in the field of study;

- utilize a critical and disciplined approach to research and resolution of problems in a field of study; and

- effectively communicate information within the field of study to specialists and non-specialists alike, both orally and in writing.

These six objectives inform decision-making in the Graduate School. It is expected that these will provide a general framework for the various graduate programs but that some differences in content and emphasis will be noted between programs given the roles for which their students are being prepared. For example, doctoral programs will place substantial emphasis on the independent conduct of research while programs leading to a master's degree place more emphasis on the ability to critique research and interpret findings to non-specialists in the field.

School of Dentistry

In 1905 the School of Dentistry was opened in the Edward Creighton Institute, a building which had been erected by the University. In 1906, the University acquired by purchase the Omaha Dental College, which had been in existence as a private school since 1896. As it has grown through the years, the School of Dentistry has become well known nationally for the amount of

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student-patient contact and its students' excellent performances on National Boards. Operationally, the School prides itself on integrating its assessment of student learning with its strategic plan, keeping its strategic focus and efforts on students and their learning.

For its 335 students, 141 faculty, and 72 staff members, the School of Dentistry seeks to maintain an educational program that:

  • deepens the commitment to a Jesuit, Catholic identity and tradition;

  • supports and maintains academic excellence;

  • provides quality dental care for its patients;

  • promotes research to enhance knowledge; and

  • promotes the development of faculty, staff and institutional operations.

School of Law

Creighton University established its School of Law in 1904. In 1907, the Association of American Law Schools granted full accreditation to the School of Law, which became the second religiously affiliated law school (along with the Georgetown Law Center) to be accredited by the Association of American Law Schools. The American Bar Association granted charter status to forty law schools in 1923. The following year, Creighton Law School, along with the Georgetown Law Center and St. Louis University Law School, became the first religiously affiliated law schools to be accredited by the American Bar Association. For its 473 students, the School of Law seeks to maintain educational programs that prepare students

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  • for admission to the Bar;

  • to be effective participants in the legal profession; and

  • to be responsible participants in the legal profession.

The law faculty is the product of thirty years of aggressive recruiting in which the highest quality candidates were sought for faculty positions. The faculty is rich in program diversity, with representation from programs of law study such as Harvard, Michigan, Virginia, Utah, Brigham Young, Iowa, Georgetown, Nebraska, George Washington, Florida, California-Davis, Emory, Temple, Duquesne, Catholic, Pennsylvania, Texas, Creighton and others. All have superb educational backgrounds. Many have clerking experience at the federal appellate or trial level. Many have practice experience with law firms or government agencies such as the Department of Justice, Internal Revenue Service, Environmental Protection Agency, Federal Trade Commission, and others. The average teaching experience exceeds twenty years. Collegiality among the faculty and interaction with students is considered excellent by all accounts. There is a solid relationship between the Nebraska and Omaha Bar Associations and the law faculty. Nearly all faculty members are involved in

community and/or church service of some type and faculty scholarship is at its most productive point historically.

The Werner Institute for Negotiation and Dispute Resolution, established in 2005, develops innovative approaches to reduce the costs of conflict and increase the opportunities for collaborative gain in conducting business, in relationships within and among organizations and communities, in the workplace, and in healthcare settings. The Institute's interdisciplinary program leads to master's degrees and graduate certificates (granted through Creighton's Graduate School) in negotiation and dispute resolution for students from a variety of fields and disciplines, as well as mid-career professionals.

The Milton R. Abrahams Legal Clinics, comprised of the Civil Law Clinic and the Community Economic Development Law Clinic, is important not only in training Creighton students to practice law but also in serving underprivileged communities, offering real and symbolic support for the University's Jesuit mission. The Clinic offers third-year law students the opportunity to develop legal skills and values in a law office setting. Some students are also involved in the Clinic's off-site program in South Omaha's Spanish-speaking community. Students enrolled in the Clinic are certified by the Nebraska Supreme Court to practice law under the supervision of the Clinic director and the staff attorney.

School of Medicine

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Over the past 114 years, the School of Medicine has granted more than 7,000 Doctor of Medicine degrees. Rooted in the traditions of the past, the School of Medicine prepares doctors to practice in the modern world. The School's 505 students are taught and mentored by 296 faculty. The School of Medicine's curriculum, *(Curriculum for the 21st Century)*, has been designed to help achieve six goals:

- Develop self-directed learners who will continuously develop as caring physicians during graduate training and practice.

- Enable students to acquire a strong foundation in the basic and clinical sciences and in those aspects of the humanities, social and behavioral sciences that are relevant to medicine.

- Foster in students the development of the skills necessary for the competent practice of medicine throughout their professional career.

- Help students appreciate and understand the diverse values that are brought by healthcare professionals, patients, family, and society to the practice of medicine.

- Be flexible in meeting the needs of the individual student, by using a variety of learning strategies and formats.

- Nurture the values that encourage medical professionalism and provide ethical reasoning skills and the commitment to service that is required for the successful practice of medicine.

On campus, the School of Medicine's primary teaching facilities are the CUMC and the Criss Health Sciences Center, renovated in 2003 for medical student use, including small group rooms, interactive study space, a sixty-seat state-of-the-art computer lab, and a conference room. The Beirne Research Tower adjoins the Criss Health Sciences Center, housing laboratories, offices, and medical research facilities for faculty. In addition to the School's primary teaching facilities, the School of Medicine conducts additional clinical teaching, patient care, and research activities at the Boys Town National Research Hospital, Omaha Veterans Affairs Medical Center, and Children's Hospital. Teaching affiliations are also maintained at Alegent Health Bergan Mercy Hospital and Immanuel Medical Centers, Ehrling Bergquist USAF Hospital (serving Offutt Air Force Base and the headquarters of STRATCOM), the Veterans Affairs Hospital in Lincoln, Nebraska, and Alegent Health Mercy Hospital in Council Bluffs, Iowa.

School of Nursing

Established in 1955 as a department of the College of Arts and Sciences, Creighton's School of Nursing has operated as a school since 1971. Students can earn a bachelor's degree through the Traditional, Accelerated, or LEAP (Linking Education And Practice) RN to BSN tracks, as well as a Master of Science degree. The School offers all three bachelor's degree programs on campus and in collaboration with Mary Lanning Memorial Hospital in Hastings, Nebraska, 160 miles west of Omaha. Selected Master's of Science courses are offered, via distance education, on the Hastings Mary Lanning campus.

Across its programs, 465 students are enrolled in School of Nursing programs. The School holds seven program objectives for those students:

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- Integrate into professional practice respect for each person's dignity, worth and spiritual uniqueness.

- Synthesize knowledge from nursing and other disciplines in managing health care of diverse populations.

- Demonstrate critical thinking skills in reasoning, analysis, research or decision-making relevant to the discipline of nursing.

- Communicate professionally and therapeutically using diverse modalities.

- Manage resources efficiently and effectively when planning, implementing and evaluating therapeutic interventions to achieve optimal health outcomes for diverse populations.

- Incorporate self-awareness and values consciousness into a process of personal and professional development.

- Integrate professional, legal and ethical standards into nursing practice.

School of Pharmacy and Health Professions

Creighton University's School of Pharmacy and Health Professions educates 1,041 students; approximately 800 of those students learn on campus and the remainder are enrolled in the various web-based degree pathways. Its goal is to provide its students with comprehensive professional instruction, preparing graduates who display concern for human health and possess an emphasis on moral values and services.

The School offers clinical doctorate degrees in occupational therapy, physical therapy, and pharmacy. A Master of Science degree in Pharmaceutical Sciences is also offered, as well as a doctorate (Ph.D.) in conjunction with the department of Pharmacology in the School of Medicine. The School employs these learning goals across its programs:

- Graduates must possess all the scientific, technical, professional, moral and ethical capabilities required for meeting current and future societal needs.

- Professional preparation will be focused on developing a shared set of core abilities in these areas: professional formation/critical self-reflection; communication skills/information management; critical thinking/critical judgment; life-long learning/professional development; professional ethics/moral agency/responsibility; and social awareness/ leadership/advocacy.

- The core abilities are enhanced and enriched by the incorporation of these Ignatian core values in educating health professionals: cura personalis, magis, women and men for and with others, and contemplation-in-action.

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The School initiated an entry-level web-based Doctor of Pharmacy pathway commencing in the fall of 2001. The Doctor of Pharmacy program, reaccredited in February of 2006, is the first in the nation to offer both a campus-based and web-based entry-level Doctor of Pharmacy degree.

University College

Creighton University's University College is an undergraduate college for nontraditional students wishing to pursue a degree or certificate program or those who wish to take classes for personal enrichment or professional advancement. Students enrolled in University College can earn Associate in Arts degrees in Organizational Communication, Spirituality, or Theology, and Associate of Science degrees in Computer Science, Mathematics, or Emergency Medical Services. University College also supports students pursuing traditional bachelor's degrees at night, or as part of the *Accelerated*CREIGHTON program for nontraditional students. Students may also participate in one of our nineteen certificate programs.

Faculty Governance

At the university level, a tripartite system is used to ensure that matters of the highest importance are deliberated both separately and jointly by University

administrators and faculty. The Academic Council is the highest decision-making body with faculty representation at the University and it consists of two bodies: the Faculty Council and the Academic Administrators' Council. The Faculty Council includes one representative for every fifteen faculty members, or major fraction thereof, from each College and School. It is chaired by the President of the University Faculty who is elected by the Faculty in an at-large election (rather than by the Council itself). The Academic Administrators' Council consists of the President of the University, the Vice President for Academic Affairs, the Vice President for Health Sciences, and the Dean of each of the Colleges and Schools. The Faculty Council and the Academic Administrators' Council meet separately to discuss items of importance to the University. They then meet together in a single forum as the Academic Council. This structure offers the advantage of duality as proposals emanate first from free and open discussion venues before decisions are made. Both Councils then come together as the Academic Council where discussion continues and proposals are offered to the President, who makes final decisions. While the President is free to make unilateral decisions, provided a post-hoc explanation is given to the Academic Council, this has occurred only infrequently at Creighton. Given the scarcity of that occurrence, the present governance system works well for the administrators and faculty of the University.

To facilitate a regular flow of information on governance processes and issues, the President of the University Faculty, Dr. Neil S. Norton (elected for the next two years), maintains a web site containing the members of the three Councils, information on elections, a full-time faculty roster by college and school, a page of messages to the campus, and links to faculty governance sites internal and external to the university. The seven Standing Committees of the Academic Council and the twelve university-level Presidential Committees cover all governance issues ranging from student behavior to grievances, from the status of women to athletics, and from undergraduate studies to academic freedom and responsibility. Each college and school also operates its own faculty governance committees and processes.

Staff Governance

The Creighton University Staff Advisory Council (SAC) serves as an advocate for University staff members. Further, it advises the President in matters affecting the general welfare and working conditions of all members of the staff. The SAC is comprised of staff members from across campus, elected by staff for three-year terms. The Council is designed to serve as an open communication channel between the staff and the administration of the university. In the past, the SAC has worked with the Department of Human Resources to create staff-friendly policies and practices related to compensation, vacation, sick-time, FMLA, adoption, release time, and grievances. They have been pro-active in working with Administration to keep the cost of parking down for our lowest paid employees and ensured that shuttle service was available during construction of the new parking structures. The SAC also requested the President's Cabinet to conduct faculty, staff, and student climate surveys in order to better understand issues on campus. The student and staff surveys were conducted, along with an analysis of the survey process. The SAC

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was instrumental in establishing the Grievance Committee and the installation of the Employee Relations function. To help celebrate the spirit of Creighton in new employees and to recognize the good work of all staff members, the SAC established a "Rookie of the Year" award, which is presented at the "We Deserve a Spring Break, Too" luncheon. That luncheon, hosted by the Jesuit community, is attended by as many as 750 staff and administrators each spring.

Committees with Staff Representation	
Committees to which staff are appointed:	- Creighton Faculty/Staff Development Advisory Board - Kiewit Fitness Center Advisory Council - Martin Luther King Day Committee
Committees to which staff are elected:	- Americans with Disability Act Committee - Campus Planning Committee - University Committee on Benefits - University Committee on Public Honors & Events - University Committee on the Status of Women - University Financial Advisory Committee - University Grievance Committee

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Creighton
U N I V E R S I T Y

CHAPTER 3

RESPONSE to CONCERNS from the 1996 SITE VISIT

Creighton University was last visited by an accreditation team from the Commission Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools in October of 1996.

Response to Concerns from the 1996 Site Visit

Creighton University was last visited by an accreditation team from the Commission of Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools in October of 1996. The NCA Site/Evaluation Visit Report articulated ten concerns, presented in no particular order of priority. In this section of our self-study report, we address those concerns, explaining how we have responded to those concerns and the rationale for our actions.

Concern #1: The burden of indebtedness being assumed by students ($40 million last year), although viewed as an investment in their futures, may seriously affect the relationship between the student and the University in the years ahead.

A. The University Generally

Creighton University acknowledges that loan debt is a reality and must be continually monitored and controlled. Presently, undergraduate students incur approximately $25,000 of loan debt during their academic careers. Though this average loan debt may be equivalent to approximately one year of Creighton's undergraduate tuition plus fees (based on tuition and fees established after May 1, 2006), the University has responded to the concern by implementing a number of strategies. A primary strategy involved creating and filling the position of Associate Vice President for Enrollment Management. During his tenure, the Enrollment Manager has bridged the chasm that existed previously between admissions and financial aid. Subsequently, a strategic approach informed by data analysis guides decisions related to financial aid for incoming and matriculated students. Other mechanisms include limiting tuition increases to maintain affordability, providing tuition discounts, and increasing available financial aid through grants and scholarships. In fact, Creighton provides more aid per capita as a percentage of its tuition and fee charges than any other university or college in the Midwest with an equal or higher academic profile. As noted publicly in the 2007 *U.S. News and World Report Edition: America's Best Colleges*, 50% of our students received need-based grants (2005 statistics), providing an average tuition discount of 36%. Furthermore, we have enhanced advising efforts to ensure that our graduation rate remains high (based on 2005 statistics, 72% of our students graduate in six years). This rate places Creighton among the top five institutions in the Midwest region. Thus, we hope to minimize the long-term impact of student debt.

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Despite its best efforts to control loan debt, however, a number of variables serve to explain the continuing reality of loan indebtedness. Two variables are particularly important. In comparison to other schools of our caliber, Creighton's percentage of first-generation students and students from households with incomes below $50,000 is higher. Second, Creighton's yield rate for students of both lower and middle incomes exceeds its yield rate for students of higher income households. About 42% of the students from households below $60,000 deposit at Creighton. These statistics suggest that the economic status of incoming students may correlate to the need for student loans in order to attain a degree.

Despite tuition and fee costs, as well as the students' potential need to acquire loans to meet these costs, evidence suggests that incoming students' relationships with the University are not adversely affected. First, Creighton's overall yield (percentage of admitted students who choose to enroll) places it second out of all twenty-eight Jesuit universities. This yield rate is one of the highest of any private Midwestern university. Furthermore, the alumni giving rate strongly suggests that the on-going relationship between alumni and Creighton remains strong. Over the past four years, Creighton's alumni giving average is 29%. Based on data published in the *U.S. News and World Report Edition: America's Best Colleges*, Creighton ranks seventh in the percentage of alumni giving among the more selective Catholic colleges in the United States.

The above evidence suggests that loan debt has not negatively influenced the relationship of students to the University. However, Creighton also recognizes that this relationship can only be maintained through efforts to enhance affordability while continuing to offer high quality education. The direction set by the present enrollment manager is designed to ensure that Creighton provides mechanisms to maintain affordability for students without sacrificing needed University resources for sustaining a quality learning environment.

B. The School of Medicine

The issue of student indebtedness also has been addressed for its particular impact on the School of Medicine. The School of Medicine is very concerned about the debt load of its students, represented by the following table, which depicts the average debt for Creighton medical students:

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Academic Year	Average Student Debt
2002-2003	$141,962
2003-2004	$148,369
2004-2005	$148,839

In an effort to address this situation, a number of steps have been taken to relieve the debt burden for medical students.

• The Dean of the School of Medicine has requested and obtained approval to separate School of Medicine tuition increases from those of the University. As a result, the School of Medicine has limited its tuition increases for 2004-2005 and for 2005-2006 to 3%, versus the University increases of 6% for each of these same years.

• The Dean of the School of Medicine has procured $640,000 in additional University scholarship support for students within the School of Medicine for the 2004-2005 academic year in order to assist with debt. The Medical Dean's Educational Assistance Scholarships were distributed to M3 and M4 students in the spring of 2005. In addition, the President of Creighton University recently designated $5 million from the Beirne Trust to be used for endowed scholarship support for medical students for the 2005-2006 academic year.

• Total scholarship dollars distributed to students increased from $970,975 in 2002-2003 to $1,815,978 in 2005-2006.

• The School of Medicine has continued soliciting support for endowed and annual scholarships. The Endowment for Scholarships grew from $11,863,231 to $13,921,992 between June 2003 and June 2004, and to $15,710,603 in 2005. In 2003, Endowed Scholarship Gift Income was $171,410; in 2005, this number increased to $1,061,133. Furthermore, Annual Scholarship Gift Income of $136,340 was collected in 2003, compared to $226,260 collected in 2005.

• The School of Medicine continues to provide financial aid advice and counseling to students interviewing with Creighton University School of Medicine and to provide students with information on financial aid and scholarship issues and opportunities.

• The University and School of Medicine Financial Aid Offices, in conjunction with outside lenders, provide debt management sessions to M1, M2, and M3 students on a yearly basis.

All medical students are sent bi-weekly debt management tips from the AAMC Group on Student Affairs Committee on Student Financial Aid.

Concern #2: The shrinking pool of Jesuits may threaten the University's ability to recruit and retain faculty from the Society of Jesus, and negatively impact the Creighton 2000 strategic plan to improve and enhance the Catholic, Jesuit identity.

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The most recent statistics indicate that the Jesuit Community at Creighton University is composed of fifty-five priests, four brothers, and one scholastic. A more refined breakdown of the 60 Jesuits on the Creighton campus indicates there are fourteen Jesuits who are instructors, five who hold administrative positions, four who are chaplains to the professional schools and three who are chaplains at CUMC. Though this may seem adequate to sustain the Jesuit presence and tradition on campus, the University accepts the reality that this shrinking pool of Jesuits will have an impact on Creighton. The fewer number of Jesuits in the available pool generally has increased the competition for their services within all twenty-eight institutions. Consequently, Creighton has taken steps to sustain its Jesuit identity through lay faculty, staff and students. Most notably, the University Ministry Department plays a critical role in continuing the legacy associated with the Jesuit identity. University Ministry is composed of six departments whose missions are to extend the Jesuit legacy to students, faulty, staff and administration on the campus itself and beyond the walls of the University. Two departments, Collaborative Ministry and Cardoner, focus specifically on efforts to prepare faculty and staff to live the Jesuit mission and continue its identity.

The Collaborative Ministry Office works closely in all departments to orient new faculty and staff, providing on-going education to all faculty and staff on the Jesuit identity and values that guide the University. In collaboration with the Human Resources Department, Collaborative Ministry provides formal in-servicing to all new personnel regarding the mission and identity of

Creighton. However, assimilation into the Jesuit culture is not limited to orientation. The Collaborative Ministry Office provides on-going opportunities to understand and live the mission of Creighton. Retreats, spirituality-oriented luncheons and an online ministry are but a few of the options available to faculty and staff on a continuing basis to enhance their ability to carry on the Jesuit traditions.

Since 2003, Lilly Endowment, Inc. has provided more than $2 million to fund the Cardoner Program at Creighton. This program has strengthened the foundation on which Creighton plans to sustain the Jesuit tradition on campus. From 2003 through 2007, the vision of Cardoner is to reach a "critical mass" of faculty and staff in order to "lay the foundation for a campus culture of vocation-as-calling as integrated with Creighton's Catholic and Jesuit identity." The "Impact of Cardoner" at Creighton details Cardoner's specific efforts, the number of faculty and staff involved in these activities, and evaluative results of many of these programs. A review of this document suggests a marked success in creating a strong cadre of faculty and staff to carry on the mission. Details of the next phase of the Cardoner Program are highlighted in the proposal submitted to Lilly Foundation, Inc., and available through the Office of the Vice President for Academic Affairs. In addition, a summary of the next phase can be located in the document "Cardoner at Creighton University: A Proposal for Sustaining the Theological Exploration of Vocation"

Creighton University is deeply cognizant of its obligation to impart the legacy of the Catholic, Jesuit identity, and it understands that this obligation must occur in the context of declining numbers of those who define themselves by this 450-year-old legacy. Nevertheless, it has implemented measures to perpetuate the tradition and define itself by that tradition accordingly. It is the belief of the present administration that Creighton University has in place one of the most effective programs for integrating the lay faculty into the mission of Jesuit education.

Concern #3: There is little flexibility in the University's current configuration of classrooms and lecture halls to accommodate the introduction of small, group learning activities associated with future instructional delivery.

"Creighton University exists to educate her students with a view to their intellectual expansion, social adequacy, physical development, aesthetic appreciation and spiritual enhancement" *(Creighton University Bulletin: Undergraduate Issue, 2005-2006, p. 17; Creighton University Bulletin: Graduate Issue, 2005-2006, p. 15).* This education necessitates designing a learning environment that acknowledges an increasingly diverse student population and an active, student-centered approach to teaching-learning. Based on these underlying premises, the University's classroom design changes over the past ten years have been driven by the shift in pedagogical paradigms from the traditional teacher-centered approach to a student–centered approach and the need to integrate new technologies so as to enrich the learning environment.

Responding to the shifting pedagogical philosophies, a number of planned classroom design changes have occurred throughout the University. For example, the School of Law saw the reconfiguration of a number of

classrooms in order to accommodate smaller groups and enhance interactive learning. In particular, the law library has five smaller classrooms (seating fifteen-thirty students). Two other classrooms have been reconfigured for sixty or fewer students. The Werner Institute and the Klutznick Law Library also have designed classrooms to seat eighteen to forty students, respectively.

The Eppley Building, housing the College of Business, Administration redesigned a number of classrooms to accommodate the learning needs of accounting students. The capacity of these classrooms has been downsized by removing tablet arm chairs and replacing them with rows of tables and chairs. The "Seagate Lab" was designed with pod-shaped desk arrangements to allow collaborative work among students. Similar renovations are now taking place to accommodate the learning needs of finance students.

Renovations in the Criss II Health Sciences Building likewise have recognized the changing pedagogies in medical education. These renovations have included the addition of nine small group rooms and the reconfiguration of a number of classrooms to accommodate both small group activity and larger lecture modalities for exclusive use by the School of Medicine. Most notably, the past ten years have seen the construction of the Hixson-Lied Science Building. At first glance, there appears to be no consideration of the need for small group interaction. However, faculty input drove the Hixson-Lied classroom configurations and the Rigge Science lab renovation. In the classroom design, faculty representatives from biology, chemistry, physics, and psychology determined that small group space was not as essential to student learning as was the redesign of student labs in the Rigge Science building. The student labs in Rigge Science can be configured to accommodate small group, collaborative learning. As such, these renovations are intended to stand as architectural and educational models for the future of science education.

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Another notable renovation in both the Hixson-Lied Science Building and the Criss II Health Sciences building was the addition of "common student spaces" (i.e., common areas for informal student interaction) designed to enhance opportunities for informal student discussion. These areas are in close proximity to classrooms or faculty offices. They are designed to facilitate social learning and interdisciplinary interactions.

Most recently, the University announced plans to construct a $50 million Student Living-Learning Center. The center will have an array of classrooms to accommodate traditional and emerging pedagogies. Faculty and curriculum design were paramount and drove the decisions related to the configuration and location of the rooms. Meeting minutes, correspondence and architectural plans for the Center are available in the Office of the Vice President for Academic Affairs.

The need to integrate new technologies is clearly evidenced throughout the University. Significant resources have been allocated to promote technology-enriched learning environments. All renovated or new classrooms are equipped with technology that meets University standards for technology-ready classrooms. Large spaces in Hixson-Lied have capabilities for computer usage and internet access. Detailed plans for further technology

renovation are available through the Office of the Director of Learning Environments. In addition to overall University efforts to enhance technology, most schools and colleges have technology committees to assess technology needs in relation to the learning needs of their students.

The examples mentioned above demonstrate the University's concerted efforts to accomplish its mission. The University has developed deliberate strategies to allocate resources in response to the range of student learning styles and to create a learning community designed to more fully engage its constituents.

Concern #4: The flattening out of clinical revenues and the continuing need to address salary and cost increases require close attention to avoid a possible diversion of University resources from other priorities.

From 1995 through 1999, clinical revenues continued to remain flat or show a slight decline. The University's Health Sciences Division recognized the long-term negative consequences of this trend for both the Health Sciences Division and the University. Subsequently, a number of strategic decisions were made to reverse this trend. Initially, a new practice plan was implemented, and the billing practices of Creighton Medical Associates were redesigned to effect more timely collections. These changes in practice have combined to increase the clinical revenues over the past ten years.

Historically, faculty-physicians were paid a percentage of collections. While faculty-physicians were encouraged to generate revenues, there had been no effort to control expenses. With the new practice plan, physician salary is now determined by balancing revenue with expenses. The new practice plan has reversed the downward trend in clinical revenue generated between 1995 and 1999. The following table highlights this trend:

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Year	Clinical Revenue	Year	Clinical Revenue
1995/1996	$54,368,000	2001/2002	$71,875,000
1996/1997	$55,075,000	2002/2003	$81,325,000
1997/1998	$53,081,000	2003/2004	$86,945,000
1998/1999	$54,349,000	2004/2005	$92,527,000
1999/2000	$57,125,000	2005/2006	$95,527,000 (est.)
2000/2001	$66,971,000		

According to the data produced, when determining the bottom line per mission (i.e., educational, clinical and research), it has been demonstrated that clinical revenues provide some subsidy to the academic and research programs, thus avoiding the need to divert other University resources to sustain the Health Sciences academic programs. Program goals include the development of niche clinical programs for which the School of Medicine faculty are pioneers in a field or have particular expertise. The School has upgraded its web site and public relations and marketing efforts to further highlight the expertise of its faculty. The School of Medicine continues to work toward broader diversification of revenue to include a larger share of gift, endowment income and other revenue to minimize sudden changes in clinical revenue.

Concern #5: The recruitment and enrollment issues facing the College of Business Administration are serious and should be addressed promptly, even in the absence of the appointment of a permanent dean.

In 2006, the number of full-time students in the College of Business Administration (COBA) totaled 666. This represents a 24.5% increase in enrollment from 1996 (538 full-time students). The following table highlights the growth in enrollment over the last ten years:

College of Business Administration Enrollments (Class determined by the number of credit hours completed)										
Fall of	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
Full Time	538	599	628	654	684	685	656	671	650	654
Freshmen	123	172	137	139	173	160	140	184	143	158
Sophmores	149	152	214	183	195	211	180	160	197	172
Juniors	154	143	177	202	169	181	195	181	169	185
Seniors	106	132	98	126	147	132	140	146	141	139
Special & Unclassified	6	0	2	4	0	1	1	0	0	0
Part Time	9	13	8	8	3	31	10	4	10	5
Total	547	612	636	662	687	716	666	675	660	659
Fall of	**1996**	**1997**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**2004**	**2005**
Men	326	377	401	409	429	447	407	415	420	415
Women	221	235	235	253	258	269	259	260	240	244

In addition, through 1999, the freshman attrition rate was 15%. Between 2000 and 2004, attrition rates dropped to 11-12%. After 2004, the freshman attrition rate was approximately 7%. This evidence suggests that COBA has taken steps not only to enhance recruitment, but also to enhance retention.

At the present time, COBA posits that freshman enrollment is consistent with the target enrollment of 160 students. This target enrollment allows for a faculty/student ratio of 1:18. Though this is a slightly larger faculty/student ratio than exists in the College of Arts and Sciences (1:13), it is considered by COBA faculty and administrators to be an adequate ratio. The median class size is approximately twenty-five students, with the largest class comprising about forty-eight students. COBA's present Dean also explains that this target number is consistent with the college's determination that essential skills for today's business environment (critical thinking, writing, oral, entrepreneurial and ethical decision-making) cannot necessarily be developed in a larger classroom environment. In addition, the targeted freshman enrollment is consistent with present faculty resources. The Dean notes that recent accreditation standards require specifically qualified faculty in certain targeted categories. These categories influence the numbers of faculty qualified to teach in certain specialty areas.

Several factors account for the increase in enrollment. One factor, external to Creighton, was the end of downsizing in the business sector. The job market may have negatively influenced potential student recruitment. The

mid-1990s saw a reversal of this trend. Subsequently, students' interest in business as a career option gained popularity, possibly contributing to the increased enrollment.

Other factors, more internal to COBA, have included program changes (such as the development of a four-year leadership institute program), freshman seminars that capitalize on the institution's student leaders, faculty freshman leaders who advise students for a two-year period rather than only through the freshman year, and pairing students with advisors who were consistent with the students' major. These program changes were significant to enhancing student retention. In addition, COBA has worked diligently to increase student internships, another possible recruitment factor for potential students.

Concern #6: There is an uneven degree of understanding and implementation of the assessment plan across the University.

The University respects the unique needs of each school and college and, subsequently, recognizes their need to develop assessment plans reflecting that uniqueness. With that being said, the University also recognizes that this flexibility has fostered unevenness in both the understanding and implementation of the assessment plan across the University. Concerted efforts have been made to restructure the assessment program within the University so as to balance the diverse assessment needs of each program with a coordinated University-wide assessment program that provides effective means and procedures for assessing student learning outcomes and identifies processes for feedback and improvement based on these assessments.

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The most significant effort has taken place under the direction of the Vice President for Academic Affairs, with the development of the position of Academic Excellence and Assessment Director and Assistant Vice President for Academic Affairs in 2003. In 2005, this position was changed to Associate Vice President for Academic Affairs and Academic Excellence and Assessment Director in order to reflect the University's commitment to establishing a pervasive culture of assessment across all programs and departments. Dr. Scott Chadwick has held this position since 2003. Under this new configuration, the University has moved forward in its assessment efforts. In 2003, Dr. Chadwick conducted the first comprehensive assessment of the University's "state of assessment". [A detailed report is located in his February 12, 2004 *Executive Summary: 2003 Annual Assessment Reports.]* The report summarized both strengths and weaknesses of the current University assessment environment. It also identified a number of key issues requiring attention, noting as well that faculty take the challenge of providing an optimal learning environment seriously. Despite this seriousness, however, the report notes that many assessment activities lack a formal written plan guiding the quality improvement process. The report also identified variation in each school's allocation of resources to the assessment process. It specifically noted that, with one exception, no school integrated the assessment of the Ignatian values into its assessment plan. Specifically, the report identified the need for a University-wide, central location to which programs could turn for resources and consultation in the area of assessment and teaching. This report also summarized an action plan based on the above concerns. The plan was

consistent with the President's goals for the University, as noted in his 2004 Convocation Address:

"…through our "Office of Teaching, Learning and Assessment," we are working to instill a University-wide culture of assessment that is critical to our identity, enabling us to measure whether and how well we do what we say we do: graduating students who will act ethically; who have developed a sense of service and civic responsibility; who can demonstrate competence in their chosen field of study, and who can communicate effectively. In short, are the "marks" of the Creighton graduate, referenced earlier, an accurate reflection of a Creighton-educated person?" *(Convocation Address 2004 - At the Threshold of the Future).*

Since this initial report, the Office for Academic Excellence and Assessment has implemented a number of strategies that continue to recognize diversity while enhancing a common culture among both the University's academic and nonacademic divisions. The Office serves as a resource to individual faculty and programs on assessment issues. In addition, the Office instituted new ways to provide faculty assessment and teaching development programs, increasing the average number of faculty assisted from 203 per year (2001 – 2003) to 413 per year (2003 – 2006), thus reducing the cost of training by 58%. The Office consults with and provides departmental, college and administrative unit-specific training sessions in the area of assessment and teaching. It also continues to work with the University Assessment Committee in order to enhance its function as a central organizing body that more uniformly coordinates assessment activities and shares best practices in assessment across the various colleges/schools and program. In 2005, Dr. Chadwick convened a faculty team to attend an assessment workshop sponsored by the Higher Learning Commission in order to facilitate the development of a University-wide feedback loop between colleges/schools and the University. In the fall of 2006, the University will begin its four-year affiliation with the Higher Learning Commission's Academy for Assessment of Student Learning. The proposal submitted by the University focuses on four University-wide assessment initiatives:

1. Design and implement assessment strategies that provide evidence of student learning, and administrator, faculty, and staff performance consistent with Ignatian values and roles.

2. Develop and implement a process by which the University Assessment Committee provides peer feedback to programs and unites and serves as the medium for unit-to-unit mentoring and collaboration on assessment.

3. Identify and implement assessment practices that assess the learning associated with university-level and mission-specific learning outcomes.

4. Identify and implement assessment practices that assess learning that occurs in co-curricular programs and activities and then use assessment data to help integrate curricular and co-curricular planning.

The Office for Academic Excellence and Assessment also provides overall University leadership to ensure accreditation standard compliance

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related to assessment of learning, overall educational effectiveness, and institutional quality.

Concern #7: There is little formalized work in interdisciplinary programming and team building within the health care curricula.

Prior to 2001, there continued to be minimal formal interprofessional education efforts in the Health Sciences Division. However, during the ensuing five years, two major initiatives have served as catalysts to creating a culture of interprofessional education in the health science schools.

First of all, Creighton University's Office for Interprofessional Scholarship, Service, and Education (OISSE) was developed in the School of Pharmacy and Health Professions in 2001. Its mission is to plan, organize and implement educational, service, and scholarly projects related to interprofessional community service, service learning, and scholarship. The co-directors represent pharmacy, occupational therapy and physical therapy. The advisory board is composed of faculty and administrators from all health sciences schools. The OISSE facilitates the integration of service learning into the curriculum and offers opportunities for interprofessional collaboration in scholarly activities and education in the context of service learning. OISSE also has developed an extensive web site offering interprofessional resources for use by all faculty, including appropriate web links, online modules, and on-line library resources.

Secondly, under the leadership of the Vice President for Health Sciences, an Interprofessional Education Task Force was appointed in the spring of 2004. The task force was composed of twenty faculty, staff and administrative personnel representing all health science schools and the health science library division. Using the Institute of Medicine's (2003) five core competencies for all health professionals as its foundation, the task force was charged with setting the agenda for the health science schools in developing the knowledge and skills necessary for collaborative, interprofessional clinical practice. The task force generated a number of recommendations that have moved the interprofessional effort forward. First, a definition of interprofessional education was adopted. Goals also were identified that would form the foundation for future activities. Since 2004, a number of strategies have been implemented. Clinical conference/grand rounds series and collaborative care seminars are two such strategies that have brought faculty and students together in order to learn from each other and about each other's roles in the delivery of integrated, interdisciplinary, patient-centered health care. Each health science school's curriculum committee adopted for use the first interprofessional elective course on patient safety (IPE 410: Foundations in Patient Safety). The teaching faculty in that course represent all health science schools. The task force recommendations and other documentation highlighting the interprofessional efforts can be located at its web site.

There are recurring meetings among the Health Science Associate Deans for Academic Affairs/Education to foster a climate of interprofessional education and to formulate implementation of interprofessional education goals. In addition, the Associate Deans meet regularly with the Associate Vice President for Health Sciences to discuss interprofessional educational

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activities. These meetings have resulted in two current initiatives, consistent with the recommendations of the original task force. First, a Multimedia Interprofessional Education Team has been formed to develop interactive web-based scenarios that focus on different team members' roles and perspectives in situations related to patient safety and quality improvement and collaboration. Second, a three-day Summer Initiative for Teaching Excellence (SITE) was offered in August 2006 to develop faculty members' teaching skills and foster interprofessional learning. A year-long teaching academy will follow for the participants of the summer program. As an outcome, this program will begin to develop a faculty cohort with strong academic skills who promote interprofessional education.

Concern #8: Strategic planning, budgeting, development, and institutional assessment remain too loosely coupled, as the University attempts to plan for the future.

Since 1996, Creighton University has demonstrated concerted efforts in addressing this concern. Most notably, steps have been taken to strengthen the structures necessary to link the strategic planning process to the budgeting process and University development. Concerns about the structure and function of institutional assessment in this process remain. Over the past ten years, however, Creighton has made considerable progress in addressing this issue.

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The Overview of University-Wide Planning Processes: 1989-July 2000 clearly details the strategic planning process and redesign process undertaken by Creighton University. In 1996, during the strategic planning process, the University recognized the need for an overall redesign of the budgeting process. In October 1997, consultants recommended that Creighton work to link the mission and goals of the University to the budget process. Over the next three years, the University focused on this redesign and developed new approaches to budgeting while concurrently addressing the concerns identified in the University's strategic planning process (Creighton 2000 Plan). This was an essential first step if there was to be an effective link between strategic planning, budgeting and overall University development. In 1998, while the University focused on process redesign, it also embarked on a new wave of strategic planning. A thorough summary of this process can be located at the strategic planning web site.

In 2003 this wave of the strategic planning process concluded with the adoption of "Project 125." Using Project 125 as the foundation, President John Schlegel, S.J. set forth the future direction of Creighton University. Project 125 represented five years of collaborative work among administrators, faculty, staff, and students. The plan, effective through 2008, provides the guiding principles for the University's strategic planning and budgeting process for the next five years. It represents five primary themes that will shape the future of Creighton.

In 2004, President Schlegel directed Creighton's community to take the next step in strategic planning. This new approach resulted in the identification of short-term strategic issues that required attention so that the University would maintain its mission and also take advantage of new opportunities congruent with that mission. The 2004 approach was designed to work in conjunction with Project 125. Though Project 125 tactics that still require attention remain active, the new tactics will be

connected to strategic issues and goals, not Project 125 goals. The new approach will allow Creighton to address issues simultaneously from a top-down and grassroots approach, thereby making strategic planning both meaningful and effective in defining the future of Creighton University. This new approach links the strategic planning process to the operating and capital budgeting processes. The directive of this new plan is that all proposed tactics that require new budget allocations must be tied to a strategic issue. Without this connection, no funding will be allocated for those tactics. The strategic planning web site describes the strategic planning process and the outcomes of that process.

The above actions indicate Creighton University's commitment to developing a vision and clarifying its future direction. With that need addressed, one concern remains. This concern relates to the role of institutional research in supporting institutional decision-making for continuous quality improvement and strategic planning for the future. Proposals to remedy these concerns by centralizing the collection and analysis of data are now pending for deliberation with the University Administration.

Concern #9: The University needs to be more aggressive in its recruitment and retention of minority and women faculty, especially African Americans, to achieve its diversity goal.

Creighton's Diversity Coordinating Committee organized the University's first Diversity Forum in February 2006. The forum sought to gather constituencies from across the University in an effort to strategize regarding six objectives that were designed to "craft a more diverse and inclusive Creighton community." The six objectives were outlined as follows:

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1. Faculty, staff and students will exhibit cultural competence/proficiency and awareness of the significance of global diversity (faculty and staff must assist students in understanding and appreciating those who differ from them, be it race, ethnicity, gender, orientation, belief or economic status);

2. Creighton will seek a critical mass of under-represented minority students, faculty and staff that will constitute, at a minimum, a percentage of the Creighton population, consistent with demographics of Omaha and surrounding region;

3. The retention rate of under-represented minorities – students, staff and faculty will equal or surpass that of their majority counterparts;

4. Creighton will exhibit gender and ethnic balance when recruiting and retaining faculty, staff and students;

5. Creighton will develop strong relationships with local and regional minority communities;

6. Creighton will exhibit zero-tolerance with respect to discrimination or harassment.

In his introductory address to the Creighton community at the diversity forum, President John Schlegel, S.J. reported that, overall, the University's percentage

of non-white population was close to that of the city of Omaha and above that for the metropolitan region. In 2005, the Creighton student body was 18.1% non-white compared to a population of 21.5% non-white residents in Omaha and 13.7% non-white residents in the metropolitan region. However, President Schlegel also emphasized that the minority distribution differed considerably, since only 3.2% of our students were African-American and only 3.3% were Hispanic. Comparing employment rates, his address noted that Creighton had approximately 16% non-white employees both overall and in the faculty ranks. However, among faculty, only 3% were African-American and 2.6% were Hispanic. Given the University's commitment to its mission, the president's address particularly highlighted the need to grow a diverse health sciences student body in order to address the health care needs of an increasingly diverse national population. Those comments, made ten years after the last accreditation visit, clearly highlight the challenges Creighton continues to face. But in these past ten years, Creighton has begun to craft what the President termed a "more diverse and inclusive Creighton community."

The Creighton University Office of Multicultural Affairs serves the entire campus. Its mission is to create an environment of inclusiveness for the Creighton community. To this end it serves as a clearinghouse to provide the most up-to-date statistical information on the faculty, staff, and students who comprise the Creighton community. It also assists with the recruitment and integration of minority students.

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The Health Sciences Division in particular has taken a number of deliberate steps to recruit and retain diverse students and faculty. The Health Careers Opportunity Program (HCOP) has been one of the most successful efforts undertaken by Creighton. In 1999, Creighton received a Department of Health and Human Services grant to develop this national program on its campus. The program targets students who are interested in a health profession to help them overcome cultural, economic, and academic barriers to successful enrollment in medical and other health professions schools.

The Health Sciences Division also has instituted its own Office of Multicultural and Community Affairs in the Health Sciences (HS-MACA). The office was established to help Creighton University educate future leaders in the health sciences who will serve an increasingly multicultural society. Its services include recruiting and retaining minority students in the Creighton University Health Sciences Schools; promoting diversity awareness in the entire campus community; coordinating multicultural activities with other areas of the University; working to enhance cultural awareness in Health Sciences faculty, students, and staff; and promoting local involvement in multicultural communities. HS-MACA provides academic, financial, and personal support services to these targeted students and administers special programs designed to increase minority participation in the health sciences.

The Recruitment and Retention Officer in HS-MACA makes several trips each year to targeted colleges around the state, region, and nation to recruit for Creighton University's programs. Consistent with this effort, the School of Medicine also has taken active steps to expand its Faculty Development Program. Those faculty development efforts are now coordinated among department chairs, division chiefs, and the Office of Academic and Faculty

Affairs. This office is responsible for faculty recruitment, development and retention programs, and provides centralized management and administrative oversight for functions such as the Rank & Tenure process and committee. Core faculty development functions include a semiannual New Faculty Orientation, a monthly Faculty Development Seminar Series and individual consultations on topics such as the development of Professional Portfolios. These are tailored for underrepresented minority faculty, with separate quarterly Faculty Development seminars on topics of specific interest. In addition, the School of Medicine provides a formal Faculty Mentoring Program for minority faculty.

These endeavors have generated positive outcomes. In particular, minority student enrollment has increased. Since 2000, the School of Medicine (SOM) has generated record applicant numbers averaging more than 8,500. Minority applications now average more than 500 per year. During the 2005-06 academic year, the SOM matriculated twenty minority students, compared to fourteen in 2003-04. Recruitment and retention of minority faculty and administrators also has risen in the School of Medicine over the past five years, despite the well-documented trend of declining diversity in our nation's medical schools. Since 1998, the percentage of minority faculty increased 105% (only nine minority faculty were listed in the SOM database in 1998, in addition to two minority administrators). Currently, there are twenty-four minority faculty and two administrators (one individual serves in both capacities).

Although President Schlegel's address at the 2006 Diversity Forum recognized that Creighton University still faces challenges in the areas of recruitment and retention of minority students and female faculty, there are mechanisms and processes in place to create a diverse community and to monitor the success of those who are already members of the Creighton community.

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Concern #10: The rule of limiting dean appointments may be counterproductive in some cases, resulting in unnecessary and disruptive turnovers and the additional expenses associated with national searches.

This concern represents a tradition more than a binding precedent. As such, it has not come to formal discussion during the past ten years. The President of University Faculty indicates that this issue has never surfaced before the Faculty Council or the Academic Council during the last ten years. Though faculty might support the ten-year limit in a given instance, they are also unfettered in promoting a prolonged appointment. In the College of Arts and Sciences, for example, when the Chairs unanimously requested that a former dean be awarded a three-year extension, the extension was approved. Other notable examples have occurred in the College of Business Administration and the School of Dentistry. In each case, the Dean was asked to extend his tenure based on the needs of the school or college and the individual's existing skill set. Though the rule itself is designed to infuse new vision and leadership in response to a dynamic educational environment, the University has consistently recognized the countervailing need for stability.

It should be noted in particular that the present Administration has not endorsed this protocol. President John Schlegel, who has held office since August, 2000, has extended decanal tenure already and would do so again in the future if the school or college would benefit from such a determination.

Creighton
UNIVERSITY

CHAPTER 4

RESPONSE to SUGGESTIONS from the 1996 SITE VISIT

Creighton University welcomes feedback from its constituents and communities as it adapts to the increasingly technological, diverse, and global learning environment.

Response to Suggestions from the 1996 Site Visit

Suggestion 1: The University should consider a major effort to expand internships in the region, perhaps in the form of university sponsorship of a cooperative education program. Federal funds are available to assist in the program development. A program of this nature can draw support from the Board of Directors, tie the university and faculty closer to the community, provide excellent practical experiences for students, and assist them with financial support which would reduce their growing loan-debt burden.

Response to Suggestion 1

Internships are not new to Creighton University. Most notably, the health sciences professions and the College of Business administration (COBA) integrate unpaid internships into their required plans of study. These internships are necessary to apply and synthesize the skills necessary for practice in their respective fields of concentration.

NCA suggested that the University possibly expand internships via university sponsored cooperative education programs. Though Creighton has chosen not to pursue this route, its efforts have been directed towards centralizing esources for all university students seeking internship experiences and increasing all students' access to available opportunities. First, under the direction of our Director of Creighton's Career Center, a comprehensive, user friendly web site has been designed for any students wishing to pursue internship experiences. This web site guides students on how to search for appropriate internships and offers students myriad search sites. This web site also boasts the ability for networking opportunities between students and Creighton alumni in order to develop potential employment connections.

The most useful and successful tool offered at the web site is the Creighton CareerTrak. Access to the CareerTrak affords students the ability not only to search various internship possibilities, but also to make on-line applications and electronically submit résumés or other needed documentation. According to the Career Center's Director, Creighton contracts with an off-site vendor to list all open internships on the CareerTrak that are available to Creighton students. It also allows employers to directly post available internships. This expands the available internships open to students. Though the Center's Director indicates that the internship web site primarily serves the needs of Arts and Sciences and Business students, his goal is to collaborate with other schools (e.g., the School of Nursing) to facilitate each school's ability to organize and disseminate internship information.

Second, as part of the University's strategic planning process and August 2006 Strategic Planning Retreat, a white paper titled *"Issues and Trends Regarding Employment Prospects for Graduates of Creighton University"* was drafted by the Director of Creighton's Career Center. This white paper highlights labor market trends and the critical nature of internships in adequately preparing students to meet both present and future market demands. Recommendations for various schools are also put forth in this document. The white paper is an effort to create dialogue among the schools as they continually review their curricula in light of the ever-changing job market.

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Suggestion 2: The connections and talents of the Board of Directors could be employed more extensively to develop greater interaction between the faculty and students and the business community to provide practical and research experiences which could contribute to overall benefit of all parties.

Response to Suggestion 2

There are a number of venues allowing for interaction among faculty, students and the Board of Directors. First, there exists a Students Affairs Committee of the Board of Directors. Membership on this committee includes the President of the Creighton Student Union who serves as an ex officio non-voting member. This structure allows for on-going student input to the Board of Directors. Also, on an annual basis, the Chair of the Athletic Committee of the Board of Directors invites members of the Student Athlete Board of Advisors to attend and discuss with the Committee their experiences as student athletes.

Second, students have an opportunity, on an annual basis, to directly interact with the Board of Directors in an open forum. In 2002, the Division of Student Services began hosting a dinner for members of the Board of Directors and student leaders from all schools of the University as well as the presidents of the multicultural organizations, Inter Residence Hall Government Association, the *Creightonian* and various other leadership programs. The elected presidents of each school's student organization are asked to suggest leaders from their areas to be invited as guests to this dinner. The purpose of the dinner is to open dialogue between the Board and students with regard to issues affecting Creighton University. There is no defined agenda and both groups are at liberty to discuss any issue as it relates to Creighton. The discussions are recorded and reviewed at the December meeting of the Student Affairs Committee of the Board of Directors.

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The above process clearly allows for interaction among students and the Board of Directors. To address more specifically the University's opportunity to increase interaction among faculty, students, the Board of Directors, and the business community, the present Dean of the College of Business Administration (COBA) met individually with each member of the Board. The purpose of these meetings was to clearly communicate his vision to be more connected with the business community. According to the Dean, these individual meetings helped create a working relationship between COBA and the Board. Subsequently, a number of the Board's members continue to contact the Dean on a periodic basis to discuss the progress being made in the College and offer continued support for ways in which their firms can be more involved with COBA's faculty and students. In addition, in Fall 2005 COBA initiated a program called "Real Returns," designed to encourage and empower COBA faculty to bring business professionals into the classroom. Many of these professionals are employed locally by firms led by Creighton's Board members. This program has received enthusiastic support from the Board members themselves.

Suggestion 3: The evaluation team understands that the 4.3 percent payout the university's investment yield from the endowment was set to maximize its growth to the $200 million level in the year 2000. However, it is recommended that the university and the Board of Directors monitor this payout ratio on an annual basis so that the opportunity to take advantage of recent high investment yields to fund urgent priorities is not foregone.

Response to Suggestion 3

The primary purpose of the University's endowment spending rate formula is to provide prudent, sufficient, and predictable levels of operational support while preserving the long-term purchasing power of the endowment fund. It is understood that the investment results generated will exceed the spending rate in some periods and fall short of the spending rate in others. It is important that the University carefully consider the long-term implications of increased spending on its ability to maintain existing levels of operational support. The University annually reviews the spending rate in light of current and anticipated future investment returns and budgetary needs. The University's decision to maintain its existing spending rate despite several years of relatively high returns in the 1990's was validated by an extended period of poor investment returns during the market downturn from 2000 to 2003. While many institutions were forced to cut budgetary support from the endowment to counter the effects of the downturn, Creighton was able to maintain its level of support.

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Suggestion 4: The allocation of faculty loads and weighting of assignments appear to be ill-defined in the School of Pharmacy and (Allied) Health Professions. As programs become more complex, this could become problematical. The assistant dean for administration, along with the program chairs and faculty, could address this through focus groups and develop a white paper for the dean.

Response to Suggestion 4

The Dean, Associate Deans, Chairs, and faculty collaborate to evaluate the various workload issues and plan appropriate strategies to meet the School's mission. Since the 1996 NCA visit, steps have been taken to more carefully delineate the process of assessing workload and determining appropriate assignments. The following is a brief overview of the how the various units approach this issue.

The Chair of the Occupational Therapy department meets annually with each faculty member to discuss concerns, wishes, and specific issues related to teaching assignments. This information is then used to assign teaching loads. The Physical Therapy Department Chair addressed workload disparity issues in 1996. No further serious issues related to workload have arisen since this time.

The Chair of the Pharmacy Practice department surveyed faculty in 2003 on their teaching and committee workloads and the time faculty spent engaged in those responsibilities. This information was shared with the Dean and used by the Chair to improve workload equity within the department. The Chair of the Pharmacy Sciences department works effectively with the Pharmacy Practice Chair to engage faculty from both departments in collaborative teaching in

order to achieve a balanced teaching workload across the entire Pharmacy division. Past teaching workload inequities have been addressed by the hiring additional faculty with funds made available through grant support and tuition revenue generated by the Pharmacy Distance Pathway.

Suggestion 5: Interdisciplinary collaboration in the health sciences could be encouraged with faculty development focusing initially on team-building activities. Drawing on existing strengths, the Center for Health Policy and Ethics could be very helpful in this endeavor.

Response to Suggestion 5

Prior to 2001 interdisciplinary collaboration was minimal in the health sciences schools. Two initiatives catalyzed interdisciplinary collaboration. These initiatives involved the development of Creighton University's Office for Interprofessional Scholarship, Service, and Education (OISSE) through the School of Pharmacy and Health Professions. OISSE's mission is to plan, organize, and implement teaching, service and scholarly projects related to interprofessional community service, service learning and scholarship. The advisory board, core faculty, and faculty associates represent all health science disciplines. In addition, OISSE appoints community associates with interest and expertise in fulfilling OISSE's mission. OISSE activities have resulted in interdisciplinary scholarly presentations, publications, grant funding, and service to underserved and vulnerable populations. An extensive listing of inter-disciplinary activities, through OISSE, can be located in the *"OISSE 2005-2006 Annual SPAHP Report"*. This report can be obtained through the OISSE office.

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The second initiative catalyzing health sciences interdisciplinary collaboration was the implementation of the IPE Task Force in 2004. This task force's advisory board, composed of representatives from all health sciences, was charged with setting the health sciences schools' agenda to develop the knowledge and skills essential for collaborative clinical practice. Several accomplishments have resulted from this effort. These include the approval of an interdisciplinary patient safety course, interprofessional case seminars, and interdisciplinary patient care rounds. Though the task force no longer exists, the Associate Deans for Academic Affairs in each health science school continue to meet and address the task force recommendations, serving as well as liaisons to their respective schools to insure an on-going culture of interprofessional collaboration.

Suggestion 6: The School of Nursing and the School of Pharmacy and (Allied) Health Professions might be able to increase minority enrollments and concurrently provide a service to the community by working with minority students in junior and senior high schools.

Response to Suggestion 6

In the School of Pharmacy and Health Professions (SPAHP), students participate regularly in community outreach programs targeting minority youth in the greater Omaha metro area through career interest development programs such as Focus on the Health Professions, Health Community Opportunities Program (HCOP), Minority Youth Conference, Gates Millennium Workshop mentoring and the

Native American Retreat, the latter of which is held annually on the Creighton campus. Through a partnership with the Omaha Tribe of Nebraska, many career exploration opportunities are offered to Tribal members, including Career Day at Omaha Nation High School and site visits to Creighton University. In collaboration with the Omaha Public Schools, students annually present at the Health Careers course which reaches approximately 40 high school students from across Omaha each year. In all of these programs students and faculty introduce youth to their discipline by involving them in hands-on activities designed to demonstrate the practitioners' role. The School also has been involved with area youth through participation in the Health Sciences Health Professions Partnership Program (HPPI). Minority youth outreach also is evident in professional coursework. For example, in the Occupational Therapy department, one required course pairs Occupational Therapy Department students with minority High School students (e.g., Macy/Winnebago High Schools, Blackburn Alternative High School, and Street School). In Pharmacy, an elective service learning course includes a one-week immersion experience with Navajo residents of Chinle, AZ, including mentoring a Gates Millennium workshop experience with Chinle High School students. Students in the Physical Therapy program have one day per week in which they are required and/or encouraged to engage in service outreach, and many elect to serve on the nearby Winnebago and Omaha reservations, which often involves interaction with youth. Many Physical Therapy students voluntarily continue their involvement in outreach activities even after their academic service requirement has been fulfilled.

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The School of Nursing is involved with area youth through participation in two activities that allow opportunities to expose elementary and high school aged youth to the nursing profession while concurrently providing a valuable service to this population. Since 2003, School of Nursing students have participated regularly in school health learning experiences that target a largely underserved population. The School of Nursing's school health program has been so successful in collaborating with schools in the surrounding geographic area that the School has hired a part-time faculty member to coordinate the service and learning activities for thirty-five Omaha and surrounding area schools, many of which are located in underserved areas. In 2005, students screened 9,744 elementary and high school students in those thirty-five schools. In addition, health education services were provided. The School of Nursing also received a $147,000 community-based trust grant through Alegent Health to support this program.

A second population-based experience involves senior level nursing students who plan and implement community-based projects for many underserved populations, particularly children and adolescence. Examples of successful programs involving children and adolescents include obesity programs, hygiene programs, exercise and nutrition programs, drug education, and sexuality programs. Similar to the school health program activities, these projects not only provide a needed service but they also serve to role model nursing as a viable, attainable career option. Though it is too early to determine the recruitment effect, these hands-on experiences have provided excellent opportunities to role model nursing as a health professions career for many minority and culturally diverse elementary and high school students.

Suggestion 7: Attention should be directed by Nursing and the School of Pharmacy and (Allied) Health Professions to the August 1995 Final Report from the National Commission on Allied Health and the latest PEW Health

Professions Commission Report, Third Report, <u>Critical</u> <u>Challenges</u>: <u>Revitalizing</u> <u>the</u> <u>Health</u> <u>Professions</u> <u>for</u> <u>the</u> <u>Twenty-First</u> <u>Century.</u> (February 1996)

Response to Suggestion 7

The twenty-one competencies from the PEW Health Commissions Report, Third Report, *Critical Challenges: Revitalizing the Health Professions for the 21st Century* have served as a foundation for aspects of the curricula for both the School of Nursing and the School of Pharmacy and Health Professions.

Between 1993 and 1995, the School of Nursing (SON) faculty began focused discussions of the curricular changes necessary to respond to the changing health care environment. Literature reviews, consultations with key stakeholders, faculty and student discussions provided critical information regarding the knowledge and skills required by the 21st century health care workforce. Faculty agreed that the basic competencies of the 21st century included critical thinking and ethical decision-making, evidence-based practice, relationship building, care management, interdisciplinary collaboration, information management, quality improvement, and population-based skills. Subsequently, the SON adopted a care management process model as an outcomes-based approach to delivering care to diverse populations. The curriculum has this process model as its foundation. This process involves a client-centered and intra- and interdisciplinary process to enhance the health states, functional abilities, and quality of life for diverse populations. The foci of this process are to assess health states and to plan, provide, negotiate, coordinate, and evaluate options and services to achieve quality, cost effective outcomes. The process involves understanding health care along a continuum. This process model has become the guiding framework for all clinical practicum assignments and classroom learning. All didactic course and clinical syllabi reflect the competencies previously discussed. Evidence of commitment to this process and to the concept of population-based care is evidenced in the fact that, during 2005, students were placed in sixty hospital or community based agencies and thirty-five schools. Of the sixty agencies, approximately 75% were community-based agencies serving diverse populations. The community programs serve all age groups and diverse cultures.

The three academic programs held in the School of Pharmacy and Health Professions have articulated core competencies or ability-based outcomes that are assessed through multiple measures. All course syllabi include explicit statements of how these competencies are addressed within the course. Evidence-based practice has been integrated in all curricula as part of the core competencies. Under the guidance of the School Assessment Committee, each program's assessment committee regularly reviews students' progress, makes recommendations to curriculum committees, and monitors changes resulting from consideration of assessment data. The Physical Therapy department has implemented end-of-year comprehensive examinations to monitor specific deficiencies and make adjustments in the curriculum. The Occupational Therapy and Pharmacy programs are in process of implementing similar examinations. Finally, interprofessional education has increased through elective course offerings related to patient safety as well as through service- learning opportunities that address diversity education in addition to professional practice.

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Creighton
U N I V E R S I T Y

CHAPTER 5

SIGNIFICANT CHANGES 1997-2007

Over the past ten years, Creighton University has taken bold steps to move forward into the twenty-first century.

Significant Changes 1997 - 2007

Over the past ten years, Creighton University has taken bold steps to move forward into the twenty-first century, positioning us to enact our mission in an increasingly global, technology-dependent world. Our focus has been on our people, our programs, and our infrastructure.

Our People

A. Faculty and Staff

Fr. John P. Schlegel, S. J., was installed as President of the University in 2000. Under his leadership, we have experienced a tremendous growth in undergraduate enrollment, the physical footprint of the University, the technological infrastructure, the endowment, and the number of endowed chairs. He hired two new Academic Vice Presidents to help move forward his strategic vision: Professor Christine M. Wiseman, J.D. (Vice President for Academic Affairs, 2002) and Dr. Cam Enarson, M.D. (Vice President for Health Sciences, 2003). In 2006, the Deanship of the Graduate School was combined with the newly-created Associate Vice President for Faculty Development in Academic Affairs. This dual position supports the teacher-scholar model, consistent with Creighton's mission and core values as a Catholic Jesuit institution, by promoting scholarship, research, and interdisciplinary activities across the spectrum of disciplines with the Division of Academic Affairs.

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One of the foci of our growth over the past ten years has been the expansion in the number of our endowed chairs and professorships. Through the dedicated work of our President, our Division of University Relations, our administration, and our faculty, we have doubled the number of endowed chairs, increasing that number from fourteen to twenty-eight. In that regard, three new chairs have been endowed in the College of Arts and Sciences:

- The Amelia B. and Emil C. Graff Faculty Chair in Catholic Theological Studies (1997)

- The John C. Kenefick Endowed Chair in the Humanities (1998)

- The John N. Mordeson, Ph.D., Endowed Chair in Mathematics (2006)

One new endowed chair has been established in the College of Business Administration:

- The Jack and Joan McGraw Chair in Information Technology and Management (1997)

Two new endowed chairs have been established in the School of Law:

- The Connie Kearney Endowed Chair in Clinical Legal Education (2001)

- The McGrath North Mullin & Kratz Endowed Chair in Business Law (2006)

Five new endowed chairs have been established in the School of Medicine:

- The Tenet Healthcare Endowed Chair in Healthcare Efficacy (1998)

- The Dr. Harold J. Bonnstetter Endowed Chair in Preventive Medicine (1999)

- The Dr. Arnold W. Lempka Endowed Chair in Surgery (2001)

- The Charles F. and Mary C. Heider Endowed Chair in Cancer Research (2004)

- The Sheila and James J. Shea Family Endowed Chair in Anesthesiology (2006)

Two new endowed chairs have been established in the School of Dentistry:

- The Dr. Oscar S. Belzer Endowed Chair in Dentistry (1997)

- The Dr. Edward J. "Eddie" and Neta DeRose Endowed Chair
  in Dentistry (2006)

One new endowed chair has been established in the School of Pharmacy and Health Professions:

- The Gilbert F. Taffe, Jr., Endowed Chair in the School of Pharmacy
  and Health Professions (2000)

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Creighton has long benefited from talented Deans who lead our colleges and schools. This tradition continues with the recruitment and appointment of new deans in all of our nine colleges and schools over the past several years. In order of appointment, they are as follows:

- School of Law (Professor Patrick J. Borchers, J. D., 1999)

- University College (Dr. Barbara Braden, 2002)

- School of Medicine (Dr. Cam E. Enarson, M. D., 2003)

- School of Nursing (Dr. Eleanor Howell, 2003)

- School of Pharmacy and Health Professions (Dr. J. Chris Bradberry, 2003)

- College of Business Administration (Dr. Anthony R. Hendrickson, 2005)

- School of Dentistry (Dr. Steven W. Friedrichsen, 2005)

- Graduate School (Dr. Gail Jensen, 2006; Dr. Jensen also holds the title
  Associate Vice President for Faculty Development)

- College of Arts and Sciences (Dean search occurring this year)

B. Students

In August of 2002 the University adopted a new enrollment management structure which vested the responsibility for both undergraduate aid and merit spending as well as admissions into one office in order to improve and then stabilize the size and "quality" of enrollment outcomes. Over the past five years, these changes have produced historic record enrollments for the University. Since 2002 the traditional undergraduate full-time enrollment is 18% higher (3,535 in 2006 compared to 2,990 in 2002). Record numbers of new freshmen (averaging 960 over the past four years), with very little variance from our target goals, has provided a robust enrollment model as well. These outcomes enable Creighton to operate with a stable set of budget assumptions and have improved both planning and the execution of services to the students. Revenue growth from the larger enrollment, exclusive of tuition price increases and the cost of any aid and merit awards, represents a $9 million gain in the revenue base for 2006-2007. In addition to these revenue implications, the University also has elevated its quality profile, enrolling a higher percentage of students of color, more students with high records of academic accomplishment as measured by their high school class rank and national test scores, and more students from other regions of the nation. Today Creighton is more national in scope, more socio-economically diverse, and supports a more talented student body than it did in 1997. It is also noteworthy that since 2002 the University has reduced its reliance on merit awards and has shifted more than $1 million for incoming freshmen from need-blind merit awards to need-based scholarships in order to accommodate students with the greatest financial need. The strategic repositioning of need-based aid and merit awards is one of the principal reasons that Creighton's enrollment is more robust.

The Office of Undergraduate Admissions has significantly changed its strategy in three areas which include broadening the funnel, personalized applicant attention, and technology. It was imperative that Creighton increase its size and diversify the prospect pool to thrive as an institution in the twenty-first century. In the late 1990's Creighton consistently engaged 20,000-25,000 seniors during the recruitment process. In 2007, Creighton will communicate with more than 35,000 seniors, 15,000 juniors and 10,000 sophomores. As an institution whose mission centers on a formative personal experience, the marketing and recruitment planning process likewise must introduce that same paradigm. And so it now focuses on the utilization of predictive modeling to prioritize communications with students who are most likely to enroll. This allows the University to provide personal attention to students and build interest over a longer period of time. We have also maximized the level of technology used in the office by incorporating the use of a relationship management system and personalized web site experience. Creighton even was the first in the nation to send admission decisions via text messaging. It is expected that the 2007 freshman applicant pool will be the largest ever gathered for Creighton.

This renewed attention to student recruitment occurred in our professional schools as well. Expanded and intensified recruitment efforts by the School of Law led to a doubling of the applicant pool over the last decade, with a dramatic increase in the quality of the applicants' academic profile. The School of Pharmacy and Health Professions likewise enhanced its student recruitment efforts through a focused recruiting plan, resulting in a 30% increase in applicants and an historically high applicant academic profile.

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Our Programs

New academic programs have been developed and implemented across the University. While all of the programs serve our students, an increasing number of them involve partnerships with other institutions and service to our contiguous communities as part of the student learning process.

More than forty new academic minors have been created in the past three years within the College of Arts and Sciences. As part of its focus on diversity, the College created two interdisciplinary programs: the Native American Studies Program and the Women's and Gender Studies Program. It also implemented the Diversity Project, a faculty development project in diversity education tied to the curriculum needs of the College. Under the direction of the Vice President for Academic Affairs and the Vice President for Student Services, a collaborative effort among the undergraduate colleges and schools and the Division of Student Services resulted in a substantial revision of the common freshman experience. With its focus on student discernment as guided by faculty mentors, Creighton's unique Ratio Studiorum Program has proven to be a model venture for conjoining certain curricular and co-curricular freshman objectives. A representative task force, guided by the two Vice Presidents, continues to refine the parameters of this program and its role in freshman formation.

Supported by a $4 million gift, the interdisciplinary Werner Institute for Negotiation and Dispute Resolution was created in the School of Law. The mission of the Werner Institute is to instruct and frame more productive channels for resolving conflict. The Institute is led by a Director of national repute who was recruited from the Federal Mediation and Conciliation Agency; its faculty number some of the best-known scholars in this emerging field. A measure of its early success, the inaugural class of master's students, purposely comprised of lawyers and non-lawyers alike, included thirty-three students in the Fall of 2006.

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A dental hygiene program initiated through a cooperative agreement between Iowa Western Community College and Creighton University School of Dentistry commenced in the academic year 1998-99. The program was established to meet the demand for dental hygienists throughout southwest Iowa and the Omaha metropolitan area. Upon completion of the two-year program, graduates are awarded an associate degree in applied science from Iowa Western Community College. In August 2001, the University approved a Bachelor of Science degree completion program at the School of Dentistry. Through additional course work at Creighton, students now can receive a Bachelor of Science degree in dental hygiene. This natural extension of an existing program is intended to strengthen the School of Dentistry's relationship with Iowa Western Community College and provide additional opportunities for dental hygiene graduates to fill a need within these communities.

Through a partnership between the School of Nursing and the Omaha Catholic Schools, Creighton University nursing students, under faculty supervision, are completing state mandated school health screening and immunization compliance, as well as teacher education in the areas of blood borne pathogens, asthma

protocols, and medication administration for thirty-two area elementary and secondary schools. More than 9,000 students receive screening services during any given year. The School of Nursing is one of ninety schools in the country participating in the pilot program to prepare nurses for the role of the Clinical Nurse Leader, sponsored by the American Association of Colleges of Nursing. In 2004, the School also opened a new health assessment laboratory featuring a human patient simulator and a fully-equipped critical care hospital room. And in 2005, the School of Nursing celebrated the thirty-year anniversary of the accelerated nursing curriculum, one of the first in the nation that builds upon a previous baccalaureate degree and enables a person to earn a BSN in one year.

The Graduate School has helped to facilitate the development of five new programs. The Magis Program in Education is a two-year program centered on community living, education, and Ignatian spirituality. It prepares and supports highly motivated faith-filled teachers to serve in under-resourced Catholic schools. Seven students are currently enrolled in the M.Ed. in Secondary Education program, and an M.S. in Teacher Leadership will begin in the Fall of 2007. The Master of Arts in Ministry program was created in conjunction with the Archdiocese of Omaha and prepares students for professional ministry in the Roman Catholic tradition. The four-year program includes distance learning options for students in rural locations and non-credit courses to help students ease into the formal program of study. In the Fall of 2006, there were twenty-one students enrolled in this program. As mentioned above and noted more particularly here, the Werner Institute offers an interdisciplinary program leading to a Master of Science in Negotiation and Conflict Resolution degree. Areas of concentration include organizational/transactional negotiation and dispute resolution; health care collaboration and conflict resolution; and international negotiation and conflict resolution. The College of Business Administration offers a new Master of Science in Security Analysis and Portfolio Management, a program founded on the curriculum of the Chartered Financial Analyst Program. This degree program is designed to prepare students for advanced security analysis and portfolio management. The Master of Science in Clinical Anatomy program, offered in the Division of Health Sciences, takes advantage of recently remodeled laboratory and student learning spaces to prepare students with the necessary skills and experiences to teach clinically relevant anatomy in any of the health sciences.

The Creighton Health Service Research Program was created by the School of Pharmacy in 2004 and already has garnered significant federal funding. This program provides seed funding for health sciences-related research. It also provides a venue through which faculty and staff are trained to evaluate research grant proposals, increasing their grant writing skills in the process. The School is also home to the first accredited (2005) distance education pharmacy program, as well as accredited post-professional distance programs in occupational therapy and physical therapy.

In 2003, the Association of American Medical Colleges (AAMC) awarded Creighton University Medical Center and the University of Nebraska Medical Center (UNMC) the prestigious AAMC Outstanding Community Service Award for their efforts in meeting the medical needs of people who are not served by traditional health-care systems. Beyond the extensive quantity of

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care provided, the institutions worked together to develop a comprehensive bioterrorism preparedness plan for Nebraska. That plan is considered a model for other states. Furthermore, when the poison center at another hospital announced plans to outsource its calls to a large regional call center, Creighton University Medical Center, in partnership with UNMC, the Nebraska Medical Center and the state of Nebraska, stepped in with funding and personnel to ensure that Nebraska would maintain this fundamental community resource.

University College established the Center for Professional Development in 2001. The Center offers non-credit courses and certificate programs designed for working adults and families. One of the signature programs within the Center is Foundations of Effective Supervision, a training program designed for supervisors and administrators newly promoted or new to the University. Over the eleven sessions of the program, participants are provided practical knowledge and skills needed to effectively supervise and create a culture of leadership, trust, and accountability.

Our Infrastructure

Infrastructure has an immediate effect on a university's people and programs. Sometimes, infrastructural changes also enhance the immediate communities in which the university is situated. And so it is with Creighton.

Typical of urban campuses, Creighton's physical growth is constrained by surrounding neighborhoods and the downtown business district. In the late 1990's, Omaha began making plans to develop the riverfront area north of downtown and east of Creighton's campus. The area between our campus and the new riverfront redevelopment consisted largely of underutilized commercial and industrial properties.

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The University historically has made efforts to acquire adjacent properties as they became available for sale in a strategic effort to maintain stabilized growth within the community. Beginning in 2000, however, the University undertook a more aggressive effort to expand the campus footprint by acquiring adjacent properties, especially to the east. Creighton thus initiated contact and began negotiating with adjacent property owners. Over the period from 2000 through 2006, the University acquired over eighteen acres of property on the east side of campus. Property acquisition also was initiated on the west side of campus to ensure sufficient space for Creighton's health sciences programs. Over this same period of time, more than four acres were added to the west.

In conjunction with the expansion of the campus and in concert with revitalized strategic planning initiatives, the University developed a campus master plan to guide development of its growing campus. With a number of projects envisioned, it was imperative that the master plan establish a blueprint to ensure that new projects were sited appropriately in order to achieve the desired long-term vision for the campus. The master plan thus concentrated on identifying appropriate land uses for campus property and was unveiled in September 2003.

Creighton's efforts to enhance its campus footprint have fulfilled community development expectations as well. Indicative of its success with this initiative, Creighton University recently was recognized as a "best-neighbor" urban university by its inclusion in the new "Saviors of Our Cities" list. It therefore numbers among the top twenty-five universities and colleges that are "exemplary examples of community revitalization and cultural renewal, economic drivers of the local economy, advocates of community service and urban developers, both commercially as well as in housing." Creighton was the only university in Nebraska or the surrounding states identified for its positive contribution to the immediate urban community by dramatically strengthening the community's quality of life and economy, as well as renewing and revitalizing its environment.

Internally, the Division of Student Services was reorganized in 2005 to better reflect its focus on student learning through the co-curricular experience. Senior level staff reporting to the Vice President for Student Services/Dean of Students now consist of an Associate Vice President for Student Learning, the Assistant Vice President for Student Life, the Associate Vice President for Student Services /Residence Life, and the Director of Athletics. In addition, a position of Budget Analyst was newly developed to assist the Vice President in making decisions regarding the growing budgets and financial responsibilities that resulted from adding Athletics to the Division of Student Services in 1998.

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The creation of student learning experiences, developed in collaboration with the Office of Academic Affairs, were specific to certain departments within the Division including Residence Life, Student Activities, and Career Services. Oversight for these efforts, however, was the responsibility of the Associate Vice President for Student Learning.

Likewise, the Lieben Center for Women was created in the Fall of 1998 to respond to issues impacting women students at Creighton University. Finally, the University's Judicial Affairs Office was restructured in 2005 to become the Center for Student Integrity. As such, it better reflects the intent to help students learn from their disciplinary experiences and understand how their inappropriate behaviors contradict the University's Jesuit mission.

With the addition of Athletics to the Division of Student Services, that Division also assumed responsibility for athletic facilities, including the new Kitty Gaughan Pavillion (2001) and Morrison Stadium (2004), a premier soccer facility built as part of the eastern campus expansion. Furthermore, the Department of Residence Life has opened McGloin Hall (1998), Davis Square (2004) and Opus Hall (2006), as well as fully renovating Swanson Hall (1998-1999). These revisions have added 575 beds to the University housing system, representing a growth of 30% in the last ten years.

Since 2000, Creighton has started, completed or designed expansion and renovations totaling more than $190 million. This includes the Hixson-Lied Science Building, renovations to the Rigge Science and Criss buildings, the Rev. Michael G. Morrison, S.J., Stadium, and the Davis Square and Opus Hall junior/senior townhouses. Opus, the newest townhouse, boasts the latest technology, with voice-over IP telephony, wireless internet, and expanded cable television.

The past ten years have seen a tremendous change in the footprint and backbone of the University. Construction of the Hixson-Lied Science Building and the Lied Fine and Performing Arts Center provided signature facilities for a variety of academic programs including Medicine, Pharmacy, Psychology, and Fine and Performing Arts. The renovation of the Criss buildings enhanced existing space for our science programs. This renovation also enhanced our research labs, helping us recruit new investigators and grow our overall research and federal research funding. This past year, that funding exceeded $31 million.

The Klutznick Law Library also was remodeled and dramatically expanded in a $3.6 million project completed in 1998. It is now one of the most attractive and functional law libraries in the Midwest and has allowed the Creighton Law Library's collection to grow to almost 350,000 volumes.

The campus network, dubbed the learning network, also has experienced significant enhancement over the past few years. The campus is moving to gigabyte speeds in order to accommodate the expanding learning environment. With digital records, dental x-rays, and shared audio and video files, the Creighton network is growing to meet the demands of a collaborative twenty-first century university education. By maximizing our hardware resources, we are moving our server environment toward virtualization. This will conserve resources and make back-up and disaster recovery easier to manage as well.

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At present, Creighton is a wireless campus, accommodating more than ninety-five percent of its students with mobile computing devices. In 2005, Intel Corporation ranked Creighton as one of the top fifty universities in the country providing wireless access to its students. Creighton likewise ranked fifth in the 2006 edition of PC Magazine's Top Wired Colleges, an annual analysis of colleges throughout the nation. The recognition honors colleges with the most comprehensive computing and technology offerings in terms of their size, scope and quality. It represents a significant improvement since 1999, when Creighton ranked only in the "top 100."

Creighton
UNIVERSITY

CHAPTER 6

CRITERION 1 MISSION AND INTEGRITY

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

This chapter identifies the mission of Creighton University and articulates the extent to which the University is publicly committed to that mission in all facets of university life. This mission-based identity is not only recognized across the University, it is recognized as well in the larger Omaha and the broader regional community that is served by Creighton University.

Core Component 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

A. Creighton University: A Clear and Public Commitment to Jesuit, Catholic Education

Creighton University was incorporated by the State of Nebraska in 1893 to "maintain an institution of learning of the highest grade known as a University with diverse departments for instruction in the arts, sciences and professions . . ." It is one of twenty-eight American Jesuit colleges and universities, and one of approximately 220 Catholic colleges and universities in the United States. The Catholic and Jesuit nature of its university existence is fundamental to the historical versions of its mission statement just as they are fundamental to the present Mission Statement, formally adopted in the fall of 1990 (and later approved by its Board of Directors in October 2002 as part of the strategic plan, *Creighton University in the Year 2000):*

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 student's 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.

B. University-Wide Dissemination: Staff and Faculty Orientation

The *Mission Statement* is accessible on the University website, visibly posted in each of the Deans' offices and at the entrance to significant buildings on campus, printed in all versions of the *University Bulletin*, and is often reflected in the mission statements adopted by each of the various schools, colleges, and other units that comprise Creighton University. More to the point, Creighton University was the first of all twenty-eight American Jesuit educational institutions to establish and support an office of "mission and ministry" (the Collaborative Ministry Office) more than 20 years ago. However, in a continuing effort to improve effective implementation of the University's mission and identity, Reverend Michael G. Morrison, S.J., President, established a task force in the spring of 1997. Its purpose and recommendations follow:

1997 Presidential Task Force

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Purpose:

- Explore new approaches and structures for ministry to Creighton's faculty and staff with a special focus on maximizing the potential of the faculty and staff to enhance the Jesuit Catholic mission of Creighton University.

- That ministry should work toward maximizing the potential of Creighton's faculty and staff to understand, support, and enhance the Jesuit Catholic mission of Creighton University. Proactive, non-apologetic approaches need to be developed that stress the spiritual as well as informational needs of the faculty and staff.

Recommendations:

- The Collaborative Ministry Office must have an expanded role in the orientation of new personnel, if they are to be adequately prepared to appreciate Creighton's unique identity and contribute to its mission, and

- After orientation, the next key role for the Collaborative Ministry Office is providing opportunities for members of the Creighton community to better appreciate and appropriate the tradition, spirituality and values that shape Jesuit education.

As a result of these recommendations, the roles of Vice President of University Ministry and Director of the Collaborative Ministry were combined, and a new

person was hired in the Collaborative Ministry Office to assist with a higher profile, more energized role. Furthermore, a three-hour workshop entitled, "Supervising for Mission," was designed for all supervisors. A total of 435 supervisors (17% of all employees) were invited to attend by the President. Eighty-one percent of those invited attended one of nine workshops.

The response was so positive and the supervisors so enthusiastic about a mission orientation for all employees that they advocated increased opportunities for mission programming between the Collaborative Ministry Office and their respective departments. Thus, there emerged a monthly two-hour orientation session designed for all new staff employees as part of the typical Human Resources orientation. Over the past three years, those orientations have occurred twice each month. In the fall of 2005, the Human Resources Department at Creighton reorganized its orientation day so that it would commence with the Mission Orientation session.

The success of this program in turn generated additional efforts to reach faculty. At the request of the Vice President for Academic Affairs, the Collaborative Ministry Office now conducts an annual orientation for all new faculty at the beginning of each academic year. Furthermore, since 2003, these efforts have assumed an additional dimension funded through a $2 million grant awarded by the Lilly Endowment, Inc. That funding supported the existence of a new program, Cardoner at Creighton, whose goal is to assist Creighton University in the continued realization of its mission statement. Cardoner at Creighton is based on the Jesuit values and Ignatian spirituality formed by St. Ignatius Loyola, the founder of the Society of Jesus. (The very name "Cardoner" derives from the personal journey of St. Ignatius; it was beside the River Cardoner that St. Ignatius experienced a "brilliant enlightenment" so strong that it dominated his entire life, the life of the Jesuit Order, and the Jesuit institutions themselves.)

As approved by the Cardoner Advisory Board, the unitive goal of Cardoner is to lay the foundation for a campus culture of "vocation-as-calling," as integrated with Creighton's Catholic and Jesuit identity. Cardoner's mission reflects Creighton's central commitment to creating an academic community where life choices, especially regarding one's life work, are discerned and made in a context of reflection, faith, prayer, and community. The Spiritual Exercises, including the spiritual practices of the *Examen*, the Method of Discernment, *Repetitio*, and *Contemplatio* form the basis for the theological exploration of vocation fostered by Cardoner and, through it, other divisions at Creighton University. Cardoner programs are aimed at students, faculty, staff and alumni, as reflected in its four goals.

Cardoner Program Goals
Goals:
• To lay the foundation for a campus culture of vocation-as-calling as integrated with Creighton's mission;
• To empower students to pursue a lifelong relationship between their life's work and their vocation-as-calling;

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> • To enable faculty and staff to incarnate their developing understanding
> of the implications of vocation-as-calling for their work; and
>
> • To renew the sense of vocation-as-calling among alumni of
> Jesuit institutions.

Its specific programming is discussed in more detail with respect to Criterion 4.

C. Mission Development for Students Beyond the Classroom

What students learn, first in terms of the content of their accumulated knowledge in the humanities, plus the wisdom gained from their life experience and the integration of ongoing spiritual discernment, is directly related to how students put their faith into practice. From St. Ignatius' perspective, faith must be acted upon in concrete ways. Students learn the complexity of issues to discern a just course of action, committing themselves to be agents for change in respect to unjust socio-political structures that exploit the poor and ostracize the weak and suffering. Students learn to serve others from their exemplars in faith, their elders, their teachers, and their spiritual guides. It matters greatly then how they learn from those significant mentors during their young adult faith years.

Given this sense of educational mission beyond the classroom, the Office of Campus Ministry plays a critical role in the student development related to mission. Thus, it invites regular dialogue with professors in its undergraduate College of Arts and Sciences and College of Business Administration about the ongoing formation of students. It hosts regular "Faith and Pasta" dinners for students, faculty, and staff from the many faith traditions represented in the University community to discuss issues related to faith, so that questions arising in academic courses that affect issues of faith are further explored in non-academic settings. Topics addressed at such gatherings typically include "Faith and Violence," "Faith and the Roles of Women in Religious Settings," "Faith and Sexuality," and "Faith and Fundamentalism."

Campus Ministry also invites the leadership and participation of faculty, administrators, and staff colleagues to share their experiences of faith with students on all of its regularly scheduled retreat weekends in an effort to help students integrate learning from their academic coursework with their life experience. Participating students often will engage their professors, administrators or staff members on questions encountered in their academic classes, such as "Why does suffering exist?" "Who am I called to be?" "Where is God in the midst of pre-emptive war?" "Am I responsible for starving and AIDS-infected children in Africa?" Retreats offer students an opportunity to continue their learning, deepen their faith commitment, and ask their questions in safe environments outside the classroom.

Beyond that dimension, Campus Ministry fosters students' faith development through its sacramental preparation program, incorporating student questions raised by academic theology and philosophy courses into its preparation process. For example, many students ask whether it is possible to believe in a benevolent God in the context of evil, suffering, poverty and warfare. The topic of the

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"Problem of Evil" encountered by students in philosophy and theology courses finds its way into sacramental preparation sessions on "Sin and the Problem of Evil," "Grace and the Benevolent God," "Eucharist and Justice."

Additionally, Campus Ministry provides opportunities for one-on-one spiritual conversations with spiritual directors and minister-mentors so that students can explore and deepen their faith commitments through ongoing critical reflection upon faith in the context of prayer and discernment. Christian Life Communities offer once-a-week faith-sharing opportunities among student peers who seek time for group reflection on Scripture, and community support in living out a "faith that does justice." Finally, daily opportunities to participate in the sacramental life of the Church provide ongoing spiritual nourishment for Catholic students who desire full participation in the communal faith tradition of Creighton University. In practically every aspect of daily life, students are invited to grow in their capacity for critical reflection upon faith, their desire to serve God and others, and their commitment to a faith that does justice.

Core Component 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

A. Dedicated Efforts: The Macro Level

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Creighton University has a long-standing commitment to diversity that is reflected in its public documents and its student body. Its published Credo includes a statement of respect for the dignity of all persons: "We believe in the intrinsic value of the human being as created in God's image and called to be his child. This includes all persons and excludes any form of racism and other discrimination." In addition, the University web site not only defines diversity, but prominently displays the university offices and centers, programs, initiatives and undergraduate and professional student organizations that implement this commitment.

Creighton University's commitment to the diversity of its community is codified by an Equal Employment Opportunity and Affirmative Action Policy, which specifies that its employment policies and practices are administered without unlawful regard to race, color, religion, national origin, sex, age, disability, marital status, or veteran status.

The University also promotes Equal Employment Opportunity through a positive and continuing Equal Employment Opportunity Program. The program objective is to create equal opportunity in recruitment, hiring, rates of pay, promotion, training, termination, benefit plans, and all other forms of compensation and conditions and privileges of employment for all employees and applicants for employment.

The program is administered by its Office of Affirmative Action, whose Director is located within the President's Office. This Office primarily is responsible for facilitating or otherwise ensuring compliance of the education and employment programs of the University with federal, state and Board of Directors regulations in the areas of Educational Equity and Equal Education Opportunity, Employment Accountability and Equal Employment Opportunity, and the Americans with Disabilities Act.

Office of Affirmative Action Mission

To facilitate or otherwise endure compliance of the University's education and employment programs with a stated University commitment to:

- establish and maintain a culturally diverse academic community of faculty, staff and students;

- develop an environment that engages students and faculty in a common inquiry into the values of society and gives them a rational understanding of the need to accept and appreciate differences among people and cultures; and

- resolve social, cultural challenges facing the largely metropolitan populations of our state and country within the international community of the 21st century.

In order to fulfill this mission the Affirmative Action Office is committed to: (1) providing equal opportunity support for University infrastructure; (2) providing equal opportunity data and information for planning and decision-making, (3) providing leadership and facilitating continuous improvement in equal opportunity areas; and (4) establishing and maintaining partnerships with private and public civil rights and equal opportunity organizations and agencies. It does this as part of a planned Affirmative Action Program designed to enhance employment opportunities for persons belonging to groups which historically have suffered discrimination. These groups include women, minorities, handi-capped persons, disabled veterans, and Vietnam-era veterans. Creighton University's Affirmative Action Program is implemented through its Affirmative Action Plan. The Plan is a written document which identifies those areas in which the University is deficient in its employment of minority groups and women. The Plan sets goals and timetables for the correction of identified deficiencies and contains action-oriented procedures to which the University devotes "every good faith effort" to achieve prompt and full employment of minorities and women in all segments of the University's work force where identified deficiencies exist. The Plan also promotes the full utilization of handicapped persons, disabled veterans, and Vietnam era veterans.

These affirmative action efforts are implemented by a series of advisory committees which serve as advocates of affirmative action and equal opportunity programs. These committees submit their recommendations for program development directly to the President. Committee members recommend development of new policies and monitor implementation of equal employment opportunity and affirmative action programs. These committees operate both within and without the University community. They include:

University Advisory Committees

The **President's Council in Cultural Diversity** serves as an advocate and catalyst for cultural diversity at the University, addressing domestic and global diversity on campus.

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> The **Committee on the Status of Women** advises the President on matters affecting female faculty, staff and students; the Committee is concerned particularly with University policies pertaining to career opportunities for and the general welfare of women.
>
> The **President's Community Advisory Board**, comprised of leaders within the minority community, advises the President on the University's relations with the minority community in the surrounding urban area. The parameters include monitoring "quality of life" issues as they relate to the climate around the University.

Finally, it should be noted that the President has personally affirmed his own commitment to each of these policies and programs in a message available on the University website. It is also reflected in Project 125, Creighton University's Strategic Plan through the year 2008, one of whose five goals is to "create a diverse human community of Students, Faculty and Staff at Creighton."

B. Dedicated Efforts: The Micro Level

In addition to these broadly dedicated efforts at the University level, diversity initiatives are implemented at each of a number of specific unit levels as well. In particular, these impact students.

1. Student Support Services

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Creighton University hosts the oldest Educational Opportunity Programs (EOP) in the State of Nebraska. The Office manages five federally funded TRIO programs: Student Support Services, Talent Search, Upward Bound, Upward Bound Math/Science, and Educational Opportunity Center and the University's disability services office (Office of Disability Accommodations).

The TRIO programs are funded by the United States Department of Education over four or five year grant cycles. While Talent Search, Upward Bound, Upward Bound Math/Science and the Educational Opportunity Center are community-based programs and do not impact Creighton University students, Student Support Services (SSS) has direct impact. Student Support Services has been funded by the United States Department of Education and supported by Creighton University for approximately twenty years. A staff of five has remained constant since the program's inception and dedicates its efforts to assist 150 first generation and low-income Creighton students. These students are admitted to Creighton with the condition that they participant in the SSS program which will assist them with academic studies in their efforts to successfully graduate from the university. Many of these students come from backgrounds that lack educational and financial resources or do not have family members familiar with the collegiate educational process. A large percentage of the participants (because of low ACT scores, class rank, and GPA) would not be admitted to Creighton without the existence of SSS and the additional support provided by the program. SSS academic and financial support includes:

- Academic Support: Professional academic specialists who provide supplemental instruction and tutorial assistance in writing, math, and science. Peer tutors also provide free individualized assistance in general academic areas.

- Peer 2 Peer Mentoring: A program designed to support first year SSS participants with the transition to college life through a mentoring experience provided by sophomore and junior SSS students.

- Financial Support: The Scholarship for Economically and Educationally Disadvantaged students (SEEDs) is available only to SSS students who have financial need as determined by the Financial Aid Office. Participants may be awarded up to $4,000 per year.

As noted by the following information, SSS serves a significant percentage of the minority students enrolled at Creighton. In fall 2005, SSS served 14% of Creighton's Native American population; 17% of its African American students; and 10% of the Hispanic students.

SSS Students Served by Ethnic Background			
	2002-03	2003-04	2004-05
American Indian	15	23	25
Asian	15	16	22
African American	30	25	26
Caucasian	71	68	62
Hispanic	14	13	14
Native Hawaiian/Pacific Islander	4	5	4
More than one ethnicity	7	6	8
Total	156	156	158

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The three key performance outcomes for SSS as determined by the Department of Education are listed below. The percentages reflect the total pool of participants. (This information will be tracked by cohort beginning with the 2005-06 annual report).

SSS Performance Outcomes			
	2002-03	2003-04	2004-05
Retention	85%	92%	96%
"Good" Academic Standing	87%	90%	95%
Graduated	92%	85%	97%

The SSS program has met or exceeded the required percentages each of the last three years. The success of SSS participants helps boost the overall retention and graduation numbers of the University.

2. Office of Multicultural Affairs

Creighton University Division of Student Services also hosts an Office of Multicultural Affairs. Its mission is to develop, facilitate, and maintain an appreciation for cultural diversity within the Creighton community. The staff is committed to providing an environment where students are free to pursue their academic, spiritual and personal development in a supportive and challenging atmosphere of mutual respect and appreciation.

The Office of Multicultural Affairs works with students of color at Creighton University. Beyond an extensive programming effort, they work one-on-one with their constituencies to assist in students' academic, financial and personal success at the University. Utilizing a new system in the 2005-2006 year, services provided to the various "clients" were documented by the Office and enumerated as follows:

	Aug/Sep	Oct	Nov	Dec	Jan	Feb/Mar	Apr	Total
Academic	22	15	31	6	18	25	10	127
Financial	22	4	6	4	11	13	2	62
Personal	24	11	16	7	13	16	6	93
Technology	59	28	31	35	19	66	23	261
Study	33	21	23	19	6	15	14	131
Org Support	25	13	12	6	9	46	10	121
Social	69	36	48	39	60	78	26	356
Other	60	9	9	13	20	46	11	168
Total	313	129	174	129	150	296	100	1,291

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Incoming freshman in particular are provided an opportunity to experience cultural, spiritual and economic diversity in the surrounding Omaha community since their relationships within the Omaha community directly impact their experience at Creighton University. Many of these students will engage the community in service if they are knowledgeable and understanding of the opportunities. Furthermore, students are offered opportunities to attend National Conferences coordinated by the Office of Multicultural Affairs. This past year, for example, these included the:

• Big XII Conference on Black Student Government at Iowa State University in which twenty-three African American students from the Creighton University African Student Association and the National Association for the Advancement of Colored People (student chapter) participated.

• United States Hispanic Leadership Conference in Chicago, Illinois, which involved seven Latino students from the Creighton University Latino Student Association.

• American Indian Student Leadership Conference, involving more than 100 Native American students representing sixteen different colleges and

universities nation-wide. This event was hosted by the Creighton University Office of Multicultural Affairs.

- Tenth Annual Native American Youth Retreat, involving more than 100 Native American students from Oklahoma, North Dakota, South Dakota, Wyoming, Iowa, and Nebraska.

- Twenty-fifth annual AJCU Conference on Multicultural Affairs. This event was hosted by Creighton University in June 2006 for students and representatives from all twenty-eight Jesuit institutions.

- Second Annual All Nations Pow Wow, co-sponsored by Creighton University with the Native American Student Association. This event was aided by a grant from the Nebraska Arts Council and involved over 2,300 participants.

The efforts of this office involve successful collaboration with many other units on campus. These efforts traverse groups that are representative of Creighton University's widely diverse student body, including:

- Creighton University African American Student Association
- Creighton University Native American Association
- Creighton University Latino Student Association
- Creighton University: Hui O Hawaii
- Creighton University Muslim Student Association
- Creighton University Indian Cultural Society
- Creighton University African Student Association
- Asian Student Association
- NAACP Student Chapter
- CU Gay Straight Alliance
- CU Diversity Committee
- Native American Studies

3. Office of International Programs

a. Mission-Related Rationale

Although the University Mission Statement does not specifically include terms related to "international education," "international students," and "study abroad," the rationale for the existence of international programs at Creighton is understood as implicit in that Mission Statement: "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…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… Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.*" University documents reaffirm that, "As a Jesuit university, rooted in the Catholic tradition, Creighton approaches education with a passion for learning and a zeal for making a difference in our world. In the Catholic intellectual tradition, we celebrate our diversity, we learn through dialogue, and we pursue the truth in all its forms. As a Jesuit university, we are continually *bringing the richness of a 450-year-old educational tradition to bear on the most contemporary issues of our world*" (Emphasis added).

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The complex issues of the twenty-first century compel faculty and staff to prepare globally competent women and men who can make a difference. The definitions of global competence may vary, but they all include references to "knowledge of world issues and interdependence, interest in current events, functional foreign language ability, cultural empathy, and facility in cross-cultural communication." Some of these indicators of global competence can be realized on campus. Others require structured opportunities for learning on campus and meaningful experiences outside the United States. Although the curriculum may give students the opportunity to gain knowledge of world issues and foreign language ability, it is abroad that students will "live" the world issues, have critical interactions with persons of other cultures, and develop cultural empathy while making their language ability truly "functional." Creighton's 2003 Strategic Plan (Project 125) invokes several related objectives and tactics: "Creighton will coordinate opportunities for students to study abroad" (B.d3); "Faculty, staff, and students will exhibit cultural competence/proficiency and awareness of the significance of global diversity" (C.a); "Creighton will exhibit gender and ethnic balance when recruiting and retaining faculty, staff, and students" (C.d3).

The Office of International Programs (OIP) serves as the interface between Creighton University and its international students and scholars, its partner institutions in the U.S. and abroad, schools, agencies and organizations worldwide, as well as the U.S. Department of State and the U.S. Citizenship and Immigration Services (USCIS), formerly known as the Immigration and Naturalization Services Office (INS). As the focal point and information center for Creighton's international activity, the OIP offers learning opportunities and services that foster cross-cultural awareness, facilitate intercultural communication, and enhance knowledge about world cultures and societies. It provides opportunities abroad for students and faculty that entail a number of services: marketing study abroad programs; advising students who want to study abroad; providing pre- and post-orientation sessions; supporting students abroad; and coordinating credit transfer from host universities.

With respect to Creighton's international students, the OIP recruits, admits (in collaboration with the Office of Admissions and the various Deans), coordinates visa documentation, counsels on academic, visa and employment matters, and generates cultural and social activities. It does much the same for the University's visiting scholars. In addition, it offers English training through its Intensive English Language Institute (including Workplace English), cross-cultural communication training for students, faculty and staff, supervises international risk management (e.g., insurance and waivers), and aids in internationalizing the curriculum by administering linkages with colleges and universities abroad. Finally, it welcomes international visitors to the campus and offers singular events to the campus and community that bear an international focus.

b. Breadth of Programs

Creighton's programs abroad vary in content, format, length, and cost.

Encuentro Dominicano. The Encuentro Dominicano (ED) is an academic, living-learning program integrating community-based learning in a cross-cultural immersion context. It is a collaborative response by the Creighton College of

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Arts and Sciences and the Department of Residence Life, Division of Student Services, to the Mission Statement of the University, especially to the call for participation in the tradition of the Society of Jesus and its integrating vision of the world. That vision includes a faith that promotes justice, service to others, appreciation of ethnic and cultural diversity, stimulation of creative and critical thinking, and provision of ethical perspectives for dealing with an increasingly complex world.

Encuentro Dominicano Program

- Four months in the Dominican Republic living at the ILAC Center (Institute for Latin American Concern).

- A service site corresponding to the participant's academic interests, whether Humanities, Social Sciences, Business or Nursing

- Two ten-day immersions where the participants will live with a Dominican family and experience their reality.

- Weekend guided tours are provided as an extension of the classroom learning to better understand the history, sociology, and economics of the Dominican Republic.

- In order for students to process and constructively reflect on the experiences, an orientation program, two weekend retreats and re-entry orientation are provided.

- The program offers a flexible curriculum designed to allow students to fulfill many core courses.

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Faculty Led Programs Abroad (FLPAs). *Summer Travel Courses*. Each year, Creighton faculty members offer Summer Travel Courses in various countries for either three or six credit hours. In Summer 2006, the Creighton faculty led travel courses to Ireland (Irish Literature, Literary History, and Culture); China (Chinese Philosophy); France (Paris: Ville du Monde); Spain (Encuentro Spaña); El Salvador (Ecclesiology in Context: The Church in El Salvador); Mexico (Field Biology of the Desert Southwest); Germany (The New Berlin) and Greece (Greek Art and Archaeology).

Affiliate Programs. *University of Limerick, Ireland*. The Creighton program in Limerick, Ireland, is open to a limited number of Creighton students (17) each year. Limerick is situated in Ireland's Midwest, an area that offers spectacular views, historical attractions, leisure activities, and cultural activities. To apply, students must have a 2.9 QPA, sophomore standing, pre-approval of credit transfer, an original transcript, faculty recommendation, and a letter of financial support and parental consent. Students pay Creighton tuition and lodging and receive the equivalent at Limerick. Other expenses such as insurance for international activity, meals, an accommodation deposit, round-trip plane ticket, are paid directly to the providers. Most federal, state, and Creighton aid is applicable, except for tuition remission and FACHEX tuition exchange.

Students are required to take fifteen credit hours and may choose from a wide variety of courses offered in six colleges: Business, Education, Humanities, Engineering, Informatics and Electronics, and Science.

Exchange Programs. *Exchange through consortia: International Student Exchange Program (ISEP).* Creighton students have the option of participating in either an ISEP-Exchange or ISEP-Direct program for a semester or year. Students can choose from over 110 partner institutions in thirty-nine different countries. Each university has an ISEP Coordinator that assists students before, during, and after their studies abroad. To apply, students must have a 2.75 QPA, sophomore standing, pre-approval of credit transfer, an original transcript, faculty recommendation, and a language proficiency recommendation if they will study in a language other than English. Students who do not have sufficient ability in other languages can study at many universities where the language of instruction is English. These universities are located in the United Kingdom, China, Australia, Canada, Estonia, Fiji, Finland, Ghana, Hungary, Korea, Latvia, Malta, the Netherlands, New Zealand, Sweden, Bulgaria, China, Japan, the Czech Republic, South Africa, Denmark, and Thailand. Through ISEP exchanges, students pay tuition, fees, room, and board to Creighton and receive the equivalent abroad. For placements through ISEP-Direct, students pay tuition to their host university. Most federal, state, and Creighton aid is applicable for exchanges.

International Student Exchange Program Partner Institution Countries			
Argentina	Czech Republic	Hungary	Nicaragua
Australia	Denmark	Iceland	Poland
Austria	Estonia	Italy	South Africa
Brazil	Fiji	Japan	Spain
Bulgaria	Finland	Republic of Korea	Sweden
Canada	France	Latvia	Switzerland
Chile	French Antilles	Malta	Thailand
China	French Guiana/La Reunion	Mexico	United Kingdom
Columbia	Germany	Netherlands	Uruguay
Costa Rica	Ghana	New Zealand	

Exchange Programs. *Bilateral Exchange: University of Mannheim, Germany*. Creighton's exchange with Universität Mannheim in Germany is primarily designed for business majors at both universities. Students pay tuition to the home university and room and board to the host institution.

Exchange Programs. *Bilateral Exchange: Sophia University, Japan*. The exchange with our Jesuit counterpart in Tokyo, Sophia University, includes semester and year-long opportunities. Creighton students can study Japanese at Sophia and take courses in English if not yet fluent in Japanese. Students pay tuition to the home university and room and board to the host institution.

Other Programs. Creighton is a member institution of the Intercollegiate Center for Classical Studies in Rome, a consortium of ninety schools providing undergraduate students the opportunity in Rome to study ancient history and archaeology, Greek and Latin literature, and ancient art. Students may explore other opportunities in addition to those sponsored by Creighton University. Not all available study abroad programs are approved however. Students must consult with the Study Abroad Advisor before selecting a particular program. If a student chooses a program that is not approved by Creighton, he/she will withdraw from the University and enroll directly with the study abroad program provider.

c. The Numbers

1. Participation in Study Abroad (Independent)

In 1996-97, only 39 students earned credit abroad. The number tripled in 2005-2006 to 120.

2. Participation in Faculty-Led Programs Abroad (FLPAs)
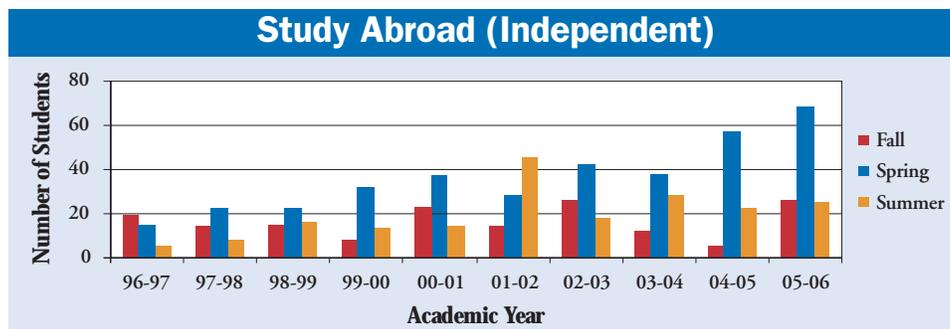
The OIP began recording the number of FLPA participants in 2001. Since then, the records show that the number of students participating in FLPAs varies according to the number of programs offered and their destination. Although participation in these programs has not been evenly distributed over the past six years, this year's has been the highest since 2001: 124 participants.

FLPA Guidelines: In May 2003, a Committee convened and chaired by the Academic Vice President completed the FLPA Guidelines. In Spring 2004, the Dean of the College of Arts and Sciences and the Executive Director of International Programs met with all 2004 FLPA faculty applicants to "test out" the new FLPA Guidelines and make decisions regarding the approval of FLPA applications. To facilitate access to the Guidelines, there is a direct link to the document on the OIP website.

Like U.S. undergraduates at other institutions, Creighton students are increasingly choosing nontraditional destinations for study abroad, such as Belgium, Bolivia, Cameroon, Chile, China, Costa Rica, Czech Republic, Ecuador, Egypt, El Salvador, Fiji, Honduras, Malta, Nepal, New Zealand, Philippines, Portugal, South Africa, Sweden, and Turkey.

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Study Abroad Participation (Faculty-Led)
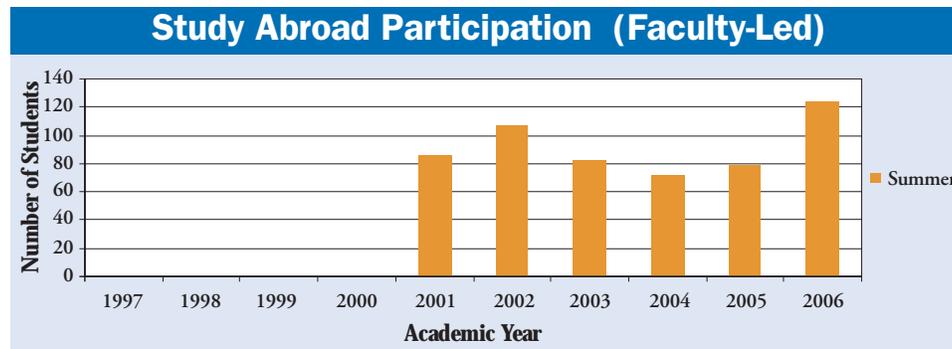
3. International Student Population at Creighton

The 128 international students currently enrolled at Creighton come from forty countries. Of those, ten countries send three or more students to Creighton: India, Kuwait, China, Canada, Japan, Korea, Nigeria, the Dominican Republic, Germany, and Lithuania.

Creighton's international student population soared between 1997 and 2001, mostly because of the admission of two groups of students from Botswana and Malaysia. As those groups graduated or left the University by 2001, the drop in international enrollment the following year became obvious. That phenomenon, coupled with the events of September 11, 2001, had a significant effect on Creighton from 2002 and beyond.

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International Students at Creighton 1996-2005
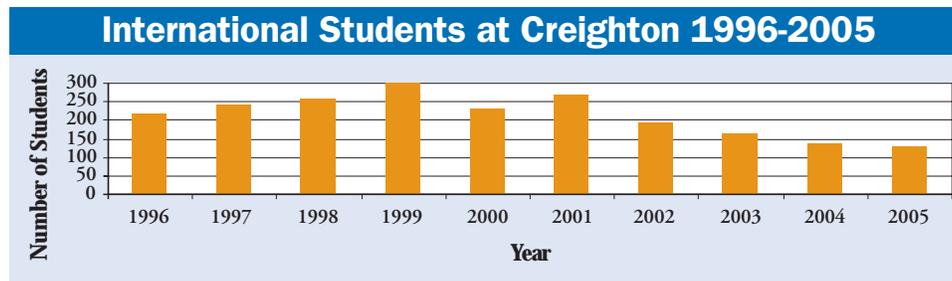
The decline in international enrollment, however, emanates from a number of factors beyond unusual market fluctuation and the increased scrutiny of visa applicants wishing to study in the U.S. While Creighton's costs increased, the Matteo Ricci Scholarship awards for international students remained unchanged. Where once the top award ($5,000) paid almost 40% of Creighton costs ($12,794 in 1991), the award covered only 20% of the total University cost in 2003. Even though scholarship awards for international students became more substantial in 2004, Creighton likely remains financially out of reach for students from many countries.

4. International Scholars/Exchange Visitors

In addition to providing international students with documentation for entry and advising in a variety of areas, the OIP also assists with visa documentation for exchange visitors (J-1 visa holders), as well as their orientation and support as required by the U.S. Department of State. This service primarily benefits Creighton's Health Sciences Division, which brings to Creighton many international research scholars, professors, or short-term scholars. The table

below highlights the growth of the exchange visitor program in the past six years. (Note the decrease in the number in 2001-02.)

International Scholars/Exchange Visitors
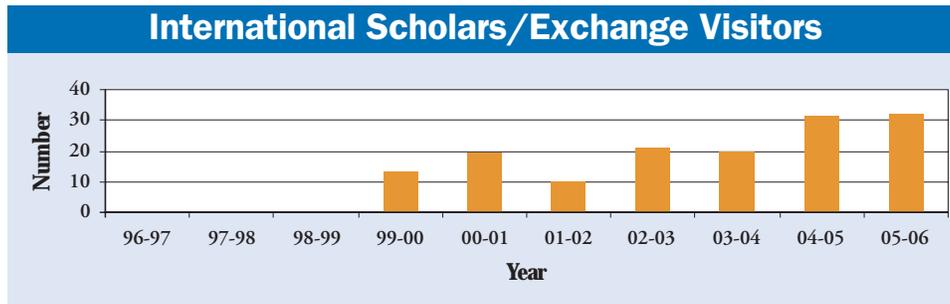
5. Intensive English Language Institute and Enrollments

Creighton University has provided instruction in English as Second Language since 1979. The program has evolved into an Intensive English Language Institute (IELI) that offers semester and summer terms of instruction in various levels of all language skills–pronunciation, speaking, reading comprehension, listening comprehension, and writing. The primary mission of the IELI is to help students attain English proficiency so as to enter the University at the undergraduate or graduate level. In addition, the IELI has hosted short-term group programs for students, sponsored by schools and universities overseas.

As the table below indicates, the IELI enrollment peaked in 1997-98 with a total of 246 students (or forty-one students per IELI academic term). The current Executive Director of International Programs (here since 2000) has since grappled with a declining enrollment (almost half of the students enrolled in IELI that year) and an outmoded curriculum. Having addressed the latter concern and maintained an extensive travel schedule over the past two years, the IELI is poised to rebound and is slowly growing again.

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IELI Enrollments 1996-2006
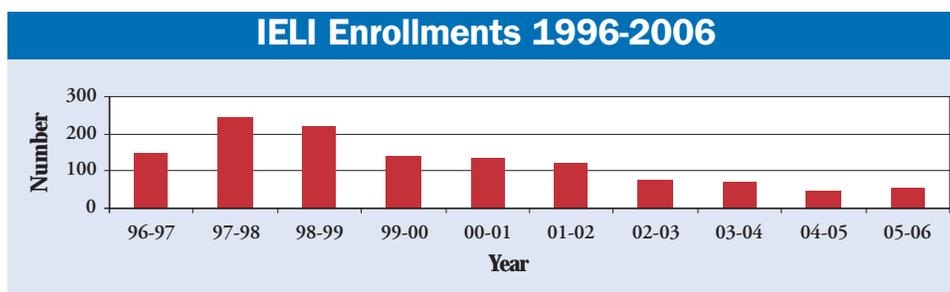
C. Limited Success Overall

The Creighton focus on diversity has brought it a greater measure of success than might be considered the norm, given its location. First of all, Creighton draws a national student body: forty-nine states are represented in the undergraduate, graduate, and professional student population, and forty-five states are represented in the undergraduate student body.

With respect to that student population, data from the Nebraska Coordinating Commission for Postsecondary Education shows that Creighton is more

ethnically diverse than the three University of Nebraska campuses – Lincoln, Omaha, and Kearney.

Minority Enrollment
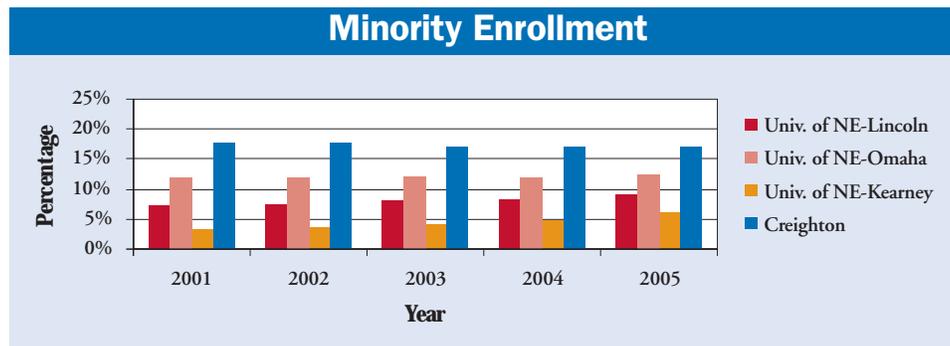
These same data show that Creighton's undergraduate population is more ethnically diverse than all private residential universities in the state.

Statistics on Creighton's entering freshmen classes for the past four years also demonstrate its commitment to serving minority students, especially those from Nebraska. The ratio of minority students in each class for the past four years has grown from 14% to 18% and the proportion from Nebraska has increased from 34% to 40%.

Entering Freshmen
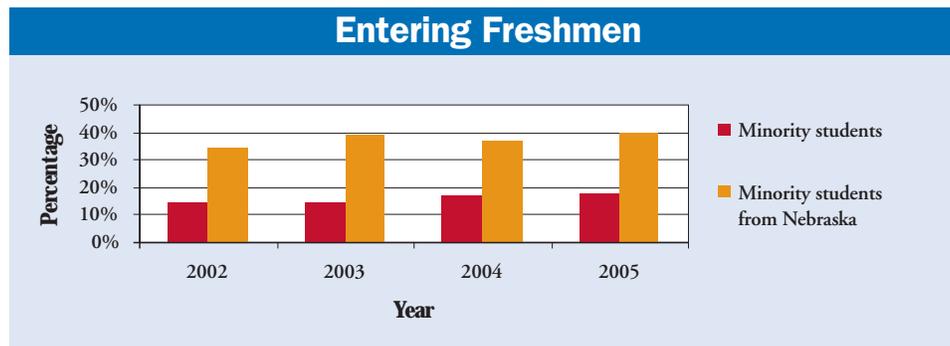
Statistics demonstrate that Creighton's freshman class of 2005 included 18% students of color, while most universities in our region averaged between 6% and 12%. This is somewhat significant since only 11.4% of Nebraska high school graduates are students of color. At 18%, Creighton's enrollment of students of color in the 2005 freshman class was 158% higher than the state average. Among the twenty-eight Jesuit colleges and universities across the nation, Creighton ranks second out of all twenty-eight for the percentage of students of color enrolled when compared to the in-state percentage of high school graduates who are students of color. The median for the twenty-eight Jesuit schools is to enroll only about 67% of their state's percentage of students of color (the average Jesuit institution had 19.9% students of color and averaged 29.9% students of color in their home states.)

Creighton also appears to be more successful in attracting, supporting and enrolling students from lower and middle income households than most colleges of our caliber. Information from the UCLA Survey of College Freshmen indicates that higher percentages of Creighton students estimate their

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family income under $50,000 compared to freshmen entering other high-select private universities.

Estimated Parental Income Under $50,000
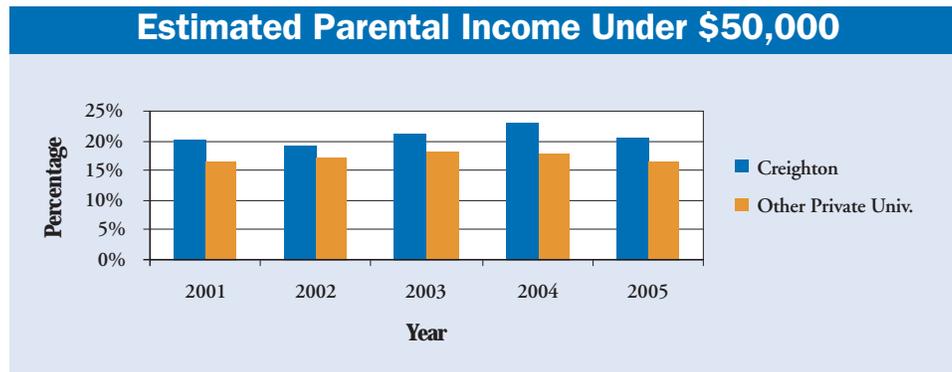
Furthermore, Creighton also appears to attract a higher percentage of students whose fathers did not have the benefit of a college education. The graph below reports the percentage of freshmen from Creighton and our peer group who indicated that their fathers did not have a college degree.

Father Has Not Earned Bachelor's Degree

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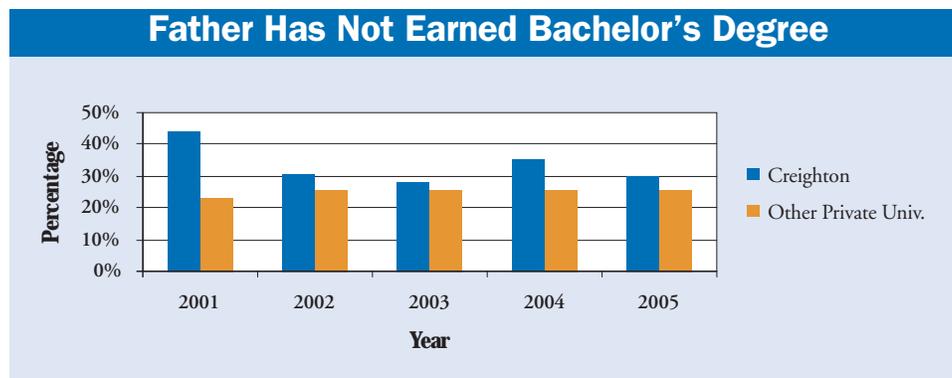
In terms of its faculty and staff, Creighton employs a population of 359 people of color, representing 15.4% of its employees. That is near the norm for the immediate urban area, whose population basis is only 15.8% minority. That being said, given the demographics and their impact on the current institutional population, the University understands its need to continue the emphasis upon study abroad and cross-cultural immersion for students and faculty.

Core Component 1c: Understanding of and support for the mission pervade the organization.

The mission of the University is not only reflected in its official mission documents as noted above; it is also reflected in the various mission statements and governing documents adopted by the academic and administrative units that comprise the University. And it is reflected across the wide panoply of materials used to attract new students and communicate with the alumni and other publics.

In the Office of Admissions, the website, all printed materials, traveling admissions reception presentations and on-campus presentations clearly identify

Creighton University as a Catholic and Jesuit University that is focused on educating diverse students who are committed to excellence, justice, and service to others.

In recruiting the 2003 entering class, and continuing with all subsequent classes, more than $2 million in academic merit awards offered to admitted students were realigned from formulaic awards, based only on a test score and high school grade point average, to merit awards that recognize students for their involvement in service and leadership. The Ignatian Awards for Service and Leadership are now awarded to more than 50% of the enrolling class. Furthermore, the admissions website and publications have included the development of extensive class profiles detailing the types of involvement in service and activities demonstrated by Creighton University freshmen through-out their high school careers. These profiles also identify the diversity of faiths, ethnic composition, regional, and socio-economic attributes.

Likewise, the Office of Marketing and Public Relations, within the Division of University Relations, which is responsible for "branding" the organization, internal communications, media relations and publications management, supports the Mission of the University in its several publications. These include the *Creighton University Magazine*, the *Creighton Parent Newsletter*, the *Dental Dean's Newsletter*, AlumWire, the *Creighton Lawyer* and *Creighton Today*.

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The most broadly published of these is the *Creighton University Magazine*. This publication is designed to be an extension of the University, reflecting its image, its people, its research, its quest for knowledge, and its search for the truth. It reflects the larger Mission of the University in its own mission statement, which reads:

> Creighton University Magazine, like the University itself, is committed to excellence and dedicated to the pursuit of truth in all its forms. The magazine will be comprehensive in nature. It will support the University's mission of education through thoughtful and compelling feature articles on a variety of topics. It will feature the brightest, the most stimulating, and the most inspirational thinking that Creighton offers. The magazine also will promote Creighton, and its Jesuit Catholic identity, to a broad public and serve as a vital link between the University and its constituents. The magazine will be guided by the core values of Creighton: the inalienable worth of each individual, respect for all of God's creation, a special concern for the poor, and the promotion of justice.

By accurately representing the University and the many facets of its Mission, the magazine engenders the support of various University constituents. The magazine is published quarterly (February, May, August and November) and mailed to some 60,000 members of the public.

The *Creighton Parent Newsletter* is published three times a year for the parents of Creighton's undergraduate students. This four-page newsletter is designed to maintain a connection between Creighton parents and the University and to inform them about significant events at the University itself. By means of a

regular column, "Ignatian Notes," written by the Rev. Larrry Gillick, S.J., director of Creighton's Deglman Center for Ignatian Spirituality, the Newsletter informs them particularly about Creighton's Jesuit tradition. Other articles inform parents about service work performed by students, new academic initiatives, capital campaign priorities and updates, career planning and options available for academic and financial assistance.

Other publications are sometimes available on line as well, including the Dental Dean's Newsletter and AlumWire. These also focus the University's dedication to mission for their target audiences.

Such emphasis upon mission qualification permeates other units as well. The Creighton College of Arts and Sciences, for example, which is the largest of the Creighton schools and colleges, has adopted two major statements:

1. College Mission Statement. This statement was adopted almost a decade ago and accurately reflects many of the College's priorities.

2. College Identity Statement. This document was adopted shortly after the formation of the College's new Faculty Senate (April 3, 2003). Since that time, it has been distributed to potential faculty recruits during the Dean's interview and it led to the development of the Senate's Strategic Plan (adopted on April 5, 2005).

Discussion is ongoing in the College about whether or how best to merge these documents into a single statement and then use the statement most effectively to promote the College's aspirations.

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Another critical document supporting the general education component of the College's educational mission is the "Blue Book," a report that effectively generated the College's current Core Curriculum. In its opening pages particularly, the Blue Book offers a number of mission-relevant statements.

A third source for mission-relevant language is the preamble to the College's published list of its six key learning outcomes. These outcomes were adopted by the Executive Council, the formal governance unit that preceded the Faculty Senate (the Executive Council was formally dissolved in April 2003). Beyond these college-wide sources, a number of departments have framed their own mission statements. See, for example, those for Theology and Psychology. And a number of signature programs have followed suit. See, for example, the Honors Program mission statement, and Encuentro Dominicano. It should be noted, however, that this is not a requirement.

Most recently, the development of the University's new Ratio Studiorum Program for first- and second-year students has sprung largely from a careful consideration of the mission of the institution relative to the 450-year Jesuit intellectual tradition and heritage. The new program evolved because of a perceived need for a more intentional approach to *cura personalis* relative to this particular student group. Training for the fifty faculty members and fifty students (the *preceptors* and *decurions*) who will lead the various class sections has included a lecture on the Jesuit tradition and the mission of the modern university by Rev. John Padberg, S.J.

As is evident from the preceding discussion, all of these documents are readily manifest on the college website. They are also available in print format, primarily through the *Undergraduate Bulletin*, which is sent to all prospective students. A number of the key mission elements are also proactively introduced to students during Summer Previews, the College Matriculation Ceremony, and the course materials for the Ration Studiorum Freshman Program (RSP 100), as noted above.

Prospective new faculty members are referred to the most important documents and asked to provide a written statement of how they envision themselves contributing to the University's and the College's missions.

This overture is supplemented approximately five weeks after the beginning of the Fall Semester, when new faculty members are invited to a half-day weekend orientation by the Dean. A portion of the program for this event is devoted to the Jesuit Catholic tradition in higher education, relying on one of the videotapes prepared by the Society of Jesus. Discussion of the role of the mission at the institution follows the viewing of the tape.

Other units adopt a similar approach. See, for example, the following mission statements: School of Law; Division of Student Services; Office of the Registrar; or the Creighton Students Union.

Likewise, in the Health Sciences, each school -- Medicine, Nursing, Dentistry and Pharmacy and Health Professions -- has developed a subset of the University mission statement and strategic plan, one for each of the schools.

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The various schools (most of which offer professional and advanced degrees) follow a process involving faculty, staff and students to create a mission statement and strategic plan documenting particularized implementation of the overall University plan. Using the University mission statement as the core for each plan, each of the Health Sciences schools often adds unique items to better refine the University plan as it best fits their purpose. As with all others, these documents are public and available in many forms and formats. The schools use every opportunity to publicize their mission, which include faculty and staff retreats, student orientation, newsletters to alumni and friends, internal publications within the school, student handbooks, their annual bulletins and internet information.

Core Component 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Creighton University functions effectively under a system of leadership that is mandated by its governing documents: (1) those by which it is incorporated and (2) those by which it governs itself. These documents also frame its internal structures.

A. Governing Documents

1. Articles of Incorporation.

The Articles of Incorporation address the formation of the University. Following the death of Mary Lucretia Creighton in 1876, the University site was purchased, and the first Bishop of Omaha, the Right Reverend James O'Connor, invited the Jesuits to conduct the Creighton College. Classes began on September 2, 1878 under the auspices of one priest, three scholastics, a layman and a woman. To ensure its continuity, "The Creighton University" was officially incorporated on August 14, 1879, as an institution of learning at the rank and grade of a college or university. In 1969 the Articles were amended to change the corporate name from "The Creighton University" to "Creighton University." The founding of the University is noted in all of the University school and college *Bulletins*, the *Handbook for Faculty*, and the *Employee Handbook*. Copies of these Articles are available in the three University libraries and the President's Office.

2. By-laws.

The By-laws note that the University originally was organized under an act of the Legislature of the State of Nebraska, approved on February 27, 1879. By Certificate of Amendment to the Articles of Incorporation, filed in the Office of the Secretary of State on March 3, 1960, the University elected to become organized under and subject to the Nebraska Nonprofit Corporation Act, Laws of 1959, Chapter 80. Under this Act and the University's Articles of Incorporation, the affairs of the Corporation are managed by the Board of Directors. The By-laws stipulate that the University and its Directors recognize and accept three primary responsibilities: teaching, research and community service. They identify the primary purpose of the University as one of "learning…dedicated to the service of its immediate community, the service of the nation, and the service of the world at large." The University fulfills its corporate purposes and carries out these dedications through teaching and research, e.g., by the discovery, preservation, and communication of knowledge.

In addition, the By-laws identify the primary responsibilities of its Directors, indicating qualifications and terms of service as well. They also specify how the Board operates. The Officers of the University are elected by the Board; their titles and duties are also outlined in the By-laws, which are likewise available in each of the three University libraries and in the President's Office.

3. Credo of Creighton University.

The Credo expresses the fundamental tenets of the University: a belief in God, the teachings of Jesus Christ, the value of the human being, the purpose of the human being, justice, respect for one another as well as respect for the planet and its resources, and a belief that laws exist for the benefit and well-being of each individual and should be followed. The Credo appears in each school or college *Bulletin* and in the *Handbook for Faculty*. It is also incorporated as a University Policy (No. 1.1.1) and was last updated in February, 1998.

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4. Mission Statement.

Creighton's commitment to learning is shaped by its Mission, which identifies Creighton as Jesuit, Catholic, comprehensive institution that exists for students. The Mission Statement appears in each school or college *Bulletin*, the *Handbook for Faculty* and in the Employee Handbook. It was last updated in 1990 following a strategic planning meeting and is incorporated as University Policy No. 1.1.2.

5. Creighton University Statutes.

The *University Statutes* govern the daily operations of the University. The Statutes may be revised or amended according to the procedures articulated therein. The Statutes describe the general overall duties of the Officers of the University, the academic administrative units (colleges and schools), the faculty organization at large, and the standing and presidential committees of the University (including how each operates). Statutes are reviewed annually; amendments are approved by the Academic Council and the President. Once approved, any amendments are promulgated by the Office of the General Counsel.

6. Handbook for Faculty.

The *Handbook for Faculty* governs the definition and organization of the University Faculty and the relationship between the University and Faculty. Articles I through IV are considered contractual and Articles V and VI are informational. The Handbook is updated annually and distributed to faculty by the Office of the General Counsel. Amendments to contractual articles may be made as provided in Article VI of the Statutes, while amendments to informational articles may be made by the appropriate informational source.

7. Guide to Policies of Creighton University.

The *Guide to Policies* is intended to assist the Creighton Community in locating information concerning University policies. The Office of the President is responsible for producing the Guide, but the Vice Presidents, Deans and Directors are responsible to keep the Guide current. Policies must be approved by the President in consultation with the Vice Presidents of the University. They are then signed by the President and promulgated by the Office of the President to the University community. A master copy is retained by the President's Office.

8. Creighton University Employee Handbook.

The *Employee Handbook* provides general information to staff about the University. It includes particular information for exempt and non-exempt employees and describes the benefits available to all employees. The Handbook is not an employment contract; the Director of Human Resources oversees the contents of the Handbook.

9. The Creighton University Student Handbook.

This is the official guide for all students of the University. Every student is responsible for knowledge of the regulations and information contained within

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the Handbook. The Handbook contains information about student services, academic regulations, University resources, student organizations and activities, the code of conduct, and various other University regulations that pertain to students. The Residence Life policies constitute a special section of the *Student Handbook.*

10. Creighton University Manuals.

The following University offices have distributed manuals containing policies and procedures that articulate additional regulations governing the relevant subject matter: Affirmative Action Plan (prepared by Affirmative Action Director for the President's approval and distributed by the President's Office to Vice Presidents, Deans and Directors); Budget Office Policies and Procedures Manual; Controller's Office Policies and Procedures Manual; Graphic Standards Manual; and Purchasing Policies and Procedures Manual.

B. Organizational and Internal Structures

1. Board of Directors.

The Creighton University By-laws empower the Board of Directors to act, subject to the system of civil and criminal law, and the Articles of Incorporation.

Composition.

The number of Directors is set from time to time by resolution approved by a majority of the full Board. At least seven members of the Board must be members of the Society of Jesus. The Board also shall include the President of the Creighton University National Alumni Board and the Secretary of the University as ex-officio, non-voting members. No one who has attained the age of 75 years is eligible for re-election to the Board unless the Board, by a 2/3 majority vote, determines otherwise.

At a December 5, 2005 meeting of the Board, Article III, Section 3 of the By-laws was amended to indicate a preference that the President of the University should be a member of the Society of Jesus if the Board should determine, in its sole discretion, that a qualified Jesuit candidate was available. If no Jesuit candidate is available, it is preferred but not required that the President be a Catholic. Regardless of his or her faith, however, it is required that the President be committed to implementing the Catholic and Jesuit mission of the University.

Terms.

Directors are divided into classes, with each class elected at the annual meeting. Each class consists of the number of members whose term of office will expire at the annual meeting. Each Director serves for a term of four years from the date of the annual meeting at which he or she is elected, or from the date of the term to which he or she was appointed, and until his or her successor is elected. The President of the Creighton National Alumni Board serves a two-year term.

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Meetings.

The annual meeting of the Board is held on the first Monday in June of each year for the purpose of electing Directors and transacting business. Other regular meetings of the Board may be established by resolution of the Board. Currently, meetings of the Board are held on the first Monday of each of the months of March, June, October and December.

Board Committees.

The Executive Committee is comprised of the Board Chair, the Board Vice Chair, the President of the University, the chairs of the standing committees, and at least two other Jesuit directors. The Executive Committee is appointed at the annual meeting, and its members serve a term of one year. The Board may create and establish such other committees, boards and councils regarding the management of University affairs as may be determined from time to time.

2. University Officers.

The Officers of the University are elected by the Board of Directors annually. They consist of a president, one or more vice presidents, a secretary, a treasurer, and such assistant secretaries as the Board may determine.

3. Internal Structures.

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As evidenced by the University's Organizational Chart, nine Vice Presidents report directly to the President, as do the following Administrators: Affirmative Action Director and Special Assistant to the President for Diversity and Outreach, Internal Audit Director, Research Compliance Officer, and Special Assistant to the President for Stewardship.

The **Academic Units** of the University include the Creighton College of Arts and Sciences, the College of Business Administration, the Graduate School, the School of Dentistry, the School of Law, the School of Medicine, the School of Nursing, the School of Pharmacy and Health Professions, and University College and Summer Sessions. The colleges and schools each have by-laws written in accordance with the University Statutes, which govern the internal administration of the particular school or college. In addition, the colleges and schools have Executive Committees to advise the various deans on matters relating to internal academic affairs. Policies and procedures of the colleges and schools are found in their respective by-laws and bulletins.

The **President's Cabinet**, comprised of the President and the nine Vice Presidents, meets every other Wednesday. Agendas are prepared in advance from items submitted by the members. No minutes are recorded. The group reviews and discusses various university issues, receives reports and briefings, shares relevant information specific to each division, and approves university policies.

The **President's Advisory Board** is comprised of the President, nine Vice Presidents, the Faculty Council President, the Staff Advisory Council President, the Creighton Student Union President, and the Jesuit Community Rector.

These meet every other Monday during the academic year. Agendas again are prepared in advance from items submitted by the members. Minutes are recorded and distributed.

The **Academic Administrators Council** is comprised of the President, the Vice President for Academic Affairs, the Vice President for Health Sciences, and the Dean of each college or school, in accord with the *University Statutes*. This Council meets during the months of September, October, November, January, February, March and April. Each member shares brief updates regarding his or her school or college, and items of general academic relevance are discussed among the membership. Agendas are prepared from items submitted by members and minutes are recorded and distributed.

Academic Council is comprised of the members of the Faculty Council and the Academic Administrators Council. Meetings are held monthly during the academic year and are chaired by the President. The agenda includes a call to order, approval of minutes, committee reports, a President's Report, the Report of the Faculty Council, old business and new business. Minutes are recorded and distributed by an elected secretary. The agenda is set by the Academic Council Executive Committee, comprised of the President, the Vice President for Academic Affairs, the Vice President for Health Sciences, the Secretary of the Academic Council, the Secretary of the Faculty Council, and one member (elected annually) from each of the collective colleges and schools. This member is chosen from among the teaching and research faculty represented on the Faculty Council. The Academic Council Executive Committee is chaired by the President or his delegate.

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There also are two types of **University Committees** stipulated in the University Statutes: Standing Committees of the Academic Council and Presidential Committees.

Standing Committees of the Academic Council
(see pp. 33-41 of University Statutes)

Committee on Rank and Tenure
Committee on Academic Freedom and Responsibility
Faculty Grievance Committee
Committee on Faculty Dismissals
Committee on Committees
Committee on Faculty Handbook and University Statutes
Board of Undergraduate Studies

Presidential Committees
(see pp. 41-53 of University Statutes)

Financial Advisory Committee
University Committee on Student Life Policy
Campus Planning Committee
University Committee on Student Discipline
University Committee on Lectures, Films and Concerts
University Committee on Public Honors and Events

University Athletic Board
University Committee on Benefits
University Grievance Committee
University Committee on the Status of Women
University Staff Advisory Council
Americans with Disabilities Act Committee

4. Assessment: A Pervasive Collaborative Process

The University has both centralized and distributed structures in place through which assessment of student learning is supported and conducted. The University Assessment Committee (UAC) and the Office for Academic Excellence and Assessment are the leaders of assessment at the university level. The UAC is a university-level committee comprised of representatives from every school and college, as well as Institutional Research, Division of Student Services, Division of Information Technology, and Division of University Ministry. The UAC collects college-level assessment status reports annually, and provides feedback to the colleges through which assessment structures and practices can be improved. The UAC also serves as the connection point among all of the university-level and college-level assessment leaders.

The Office for Academic Excellence and Assessment (AEA) provides training and consultation services to teachers, administrators, departments, colleges, and groups of interested faculty and staff in order for those groups of people to efficiently and effectively design and employ assessment practices. The AEA partners with the Associate Dean of Assessment and Faculty Development within Creighton's School of Pharmacy and Health Professions (SPAHP) in order to ensure consistency of approach and paradigm across the university, and to collaborate on assessment training, support, and outreach. The AEA partners with the Office for Academic and eLearning Technologies (within the Division of Information Technology) and the Office for Instructional Technology and Learning Resources (within the SPAHP) to provide assessment training and support for those teachers using information technology in their teaching and learning processes.

Each of the University's colleges and schools have standing committees through which assessment plans and practices can be reviewed and supported. The process through which the cycle of assessment of student learning outcomes is structured and operates varies by college and school, yet each college and school employs that process to some, or a great, extent. In each case, the process is integrated into the faculty governance processes of the college or school, resulting in a system through which support for assessment comes centrally and locally, while decisions about how to assess and how to modify curricula based on assessment data are made at the departmental and college/school level.

Core Component 1e: The organization upholds and protects its integrity.

The Higher Learning Commission (HLC) interprets integrity to mean "the fairness with which the organization interacts with internal and external constituencies;" and "the practice of knowing and abiding by relevant laws

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and regulations." Creighton University endeavors to maintain its integrity when dealing with internal and external constituencies by mandating that its governing structures adhere to applicable laws and policies designed to ensure fairness and consistency.

A. The Creighton Board of Directors Exercises Its Public Responsibility to Ensure That the Organization Operates Legally, Responsibly, and with Fiscal Honesty

Creighton University's Board of Directors operates under the authority of an established set of written by-laws. The full Board meets quarterly to oversee the operations of the University. There is also an executive committee of the Board which can exercise the powers and duties of the Board between scheduled meetings (with certain exceptions for actions which are reserved to the full Board). Creighton's Board of Directors provides smooth and efficient oversight of the university's operations. Board members understand the importance of their role and they take their responsibilities very seriously. In addition to service on the full Board, each member functions through membership on a variety of established standing committees. These include:

Standing Committees of the Board of Directors
Academic Affairs Committee
Athletics Committee
Building and Grounds Committee
Executive Committee
Finance Committee
Investment (Sub)committee
Audit (Sub)committee
Hospital and Health Affairs
Information Technology and Information Management Committee
Jesuit Identity Committee
Student Affairs Committee
University Relations Committee

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These committees receive regular reports from members of the University community and are fully informed about issues that fall within the particular purview of a given committee. This oversight and review helps to ensure that departments and functions within the University operate legally, responsibly, and with fiscal honesty. They provide a good source of support and direction for the University. In particular, note should be taken of Creighton University's active board audit committee that meets on a regular basis (three times per year) to provide oversight of the University's internal control structure and function, engagement of the University's external auditors, and oversight of the annual external audit. The committee also provides an open avenue of communication among the board, senior management, the external auditors and the internal audit function. The audit committee is actively reviewing provisions of the Sarbanes-Oxley Act with management and the external auditors for possible implementation at Creighton.

Beyond the Board Committee, Creighton engages an external audit firm to conduct an annual financial statement audit, which includes reports on internal controls, compliance with Office of Management and Budget Circular A-133 requirements, agreed-upon procedures designed to comply with NCAA requirements, and a management letter providing recommendations for consideration to improve financial controls or processes. The audit committee reviews the results of the audit and monitors the completion of any necessary follow-up actions by management.

B. Creighton Understands and Abides by Applicable Local, State and Federal Laws and Regulations (or by Laws and Regulations Established by Federal Recognized Sovereign Entities)

The Creighton University administration has established the Office of the General Counsel, an internal legal and compliance office. This office is charged with the responsibility of staying informed and knowledgeable about all applicable laws and regulations that govern the University and its operations. It is charged as well to inform members of the University community about these laws and regulations or about changes in the laws from time to time. In addition, a division of the Office of the General Counsel is devoted specifically to compliance issues. The compliance function provides support and guidance to the Research Compliance Office.

Furthermore, the University has established a number of other compliance committees encompassing a broad range of regulated areas:

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University Compliance Committees
Research Compliance Committee
Research Advisory Committee
Institutional Review Board
Institutional Animal Care and Use Committee
Radiation Safety Committee
Institutional Bio-Safety Committee
Campus Safety Committee

All of these committees are charged with the responsibility of ensuring the organization understands and abides by applicable laws and regulations relating to their particular focus of attention. In addition to these organizational structures, the University sponsors a series of courses throughout the year to educate its employees on laws in various areas, such as human resources, conflicts of interest and the like.

The University's established framework, as outlined above, seeks to ensure that individuals within the organization understand and abide by applicable laws and regulations. It also provides a mechanism by which changes in these laws and regulations can be communicated throughout the organization in an effective and efficient manner.

C. The University Implements Clear and Fair Policies Regarding the Rights and Responsibilities of Each Internal Constituency

The *Faculty Handbook* articulates policies and procedures regulating those issues involving faculty members across the University. It is incorporated and made a part of each faculty member's contract. Faculty members having grievances on various topics can refer to the Handbook to learn how and where to present these grievances for fair adjudication through an established internal administrative process. (See, for example: Faculty Grievance section of Faculty Handbook.) The university has also published an *Employee Handbook,* as well as a *Guide to Policies*. These documents allow the University to maintain consistency when dealing with covered issues and serve to educate faculty, staff, and administrators about Creighton University's protocol in dealing with important issues.

In terms of educating its constituencies, the University expends significant time and effort with staff and administrators on its policies, emphasizing how to administer them on a fair and consistent basis. Such training is exemplified by the Foundations of Effective Supervision Course, an eleven-session course offered every semester through University College. It provides university managers and supervisors with instruction in various areas of the policies. In particular, the Office of the General Counsel presents a session on employment law, offering comment on how Creighton University's policies reflect the purpose behind these laws (i.e., Creighton's Harassment and Discrimination policy forbids discrimination on the basis of any protected classes, as is required under Title VII, the Civil Rights Acts of 1964, etc.).

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Finally, with respect to students, the University publishes a *Student Handbook* annually. This Handbook is provided to all students and is the subject of specific coverage by the Office of Student Services. That Handbook once again sets forth clear and fair policies regarding students' rights and responsibilities.

D. University Structures and Processes Ensure the Integrity of its Co-curricular and Auxiliary Activities

The University's Division of Student Services oversees co-curricular activities, and its Student Activities Office provides a structure for student-related activities. Student organizations are asked to register with the Student Activities office, and the Student Organization Review Committee reviews these organizations.

The Creighton Student Union (CSU) is a separately incorporated non-profit corporation, of which every Creighton student is a member. Students manage the CSU, as it coordinates and provides funding to student activities.

In addition, the University has established guidelines for service-learning opportunities (see, for example, the College of Arts and Sciences Service-Learning policy), study abroad programs, and other auxiliary activities that assist in assuring the integrity of such co-curricular and auxiliary activities.

E. The University Deals Fairly with Its External Constituencies

The University has established an Office of Institutional Relations. One of this unit's responsibilities is to ensure fairness and consistency with external constituencies by working closely with external and internal networks to accomplish specific University goals, as determined in Project 125 (the strategic plan). The Office also monitors University participation within the community to assure that University resources are employed to advance the types of organizations the University has chosen to support. Specifically, these include:

- The Catholic community
- All levels of education
- Health care initiatives and relationships
- Diversity and outreach to underserved populations
- University government and civic concerns

Furthermore, other third parties deal with the University through contractual arrangements that have been reviewed by the Office of the General Counsel in order to assure fair and consistent provisions and agreements. These two mechanisms: the Office of Institutional Relations, and the consistent review of third party contracts, help to ensure that the organization deals fairly with external constituencies.

F. The University Documents Timely Response to Complaints and Grievances, Particularly Those Registered by Students

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As noted above, the University has a written and published *Student Handbook*, which advises students of their rights and responsibilities. There is a clear complaint procedure that a student may follow, if he or she wishes to lodge a complaint, or if the University feels it is appropriate to file a complaint against a student based on his or her actions as reported by other students or faculty members. All such complaints and grievances are handled in a timely manner. The Division of Student Services maintains thorough documentation to evidence its timely handling of these matters.

Furthermore, staff members have the right to file a Grievance if they feel that certain policies and procedures were not properly followed. All employees and students have the right to file a complaint if they feel they have been the victim of harassment or discrimination.

Strengths, Challenges, and Self-Recommendations

The strengths and challenges presented below were derived from three sources: (1) feedback received from faculty and staff during the self-study process, (2) feedback received from our Town Hall Meetings, and (3) other discussions among faculty, staff, and administrators. Self-recommendations were generated from those same sources, but have been in process through our regular strategic planning processes as well.

Strengths

1. Faculty and staff understand the University's mission; the University provides significant opportunities for University members to extend the mission and mission awareness through the actions of their daily lives.

2. The University is increasingly successful at attracting, supporting, enrolling, and retaining a diverse student body.

3. Each of the University's colleges, schools, and divisions has its own mission statement that captures its unique attributes and also connects with the University mission.

4. The University's policies are relevant to the University's operations, widely available, and easy to access via the web.

Challenges

1. Within the College of Arts and Sciences, discussions about the College's mission and identity have been a constant since the last accreditation site visit. The debate is fueled by some unresolved tension among faculty who hold different perspectives about the teacher-scholar model and the impact of mission on hiring and scholarship. Though there is unity about the need for discussion, the results are not uniform throughout the college.

2. The University as a whole, and the undergraduate colleges and schools in particular, are in a period of transition in their desire to fully integrate the teacher-scholar model. This transition results in some mission-specific tension, significantly increased demands for resources as scholars seek support, and increased need for an integrated approach to faculty and staff development across all aspects of the teaching, scholarship, and learning enterprises.

3. The extent to which our students understand or engage the mission of the university is not always apparent across the full breadth of our professional and graduate programs. Though a significant number of undergraduate and professional students participate in mission-related service and engagement activities, it is not apparent that mission-related learning and service opportunities attract and retain our professional students beyond Creighton's reputation for academic excellence.

4. An overwhelming majority of Creighton's staff choose to work at the University because of its mission. Yet many staff members feel disconnected from the University outside of their immediate areas. They indicate a lack of understanding about what occurs in other areas of the University. Faculty and staff both point to a lack of internal communication about the goals of the University, how their work accommodates those goals, and the strategic decision-making process. Staff point out that information flows through a funnel in many areas, with less information available to workers the lower they are in the University's hierarchy.

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Self-Recommendations

1. The University will continue its focus on diversity. The University will increase the analysis of its diversity initiatives so it has a better understanding of what works well, why it works well, and what does not work well.

2. Continued discussion of the teacher-scholar model and the relevant impact of mission within the College of Arts and Sciences will be made a priority, with the assurance of collaborative input from faculty within the College.

3. The University will develop and implement an integrated approach to faculty and staff development. While some schools in the University have unique faculty and staff development needs, the majority of development programming is relevant across the University. This integrated approach will support persons across the entire continuum of the teacher-scholar model without privileging persons at one end of the continuum over persons at the other end.

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Creighton
U N I V E R S I T Y

CHAPTER 7

CRITERION 2 PREPARING FOR THE FUTURE

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

Comprised of nine schools and colleges whose continued existence depends on their ability to meet the demands of mission-based education and patient care, Creighton University historically has carefully allocated its resources to correspond to emerging challenges and opportunities. Since 1996, however, that dedicated effort has assumed a new direction as steps have been taken to link the strategic planning process to the budgeting process and University development.

Core Component 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

A. Strategic Planning: A Determined and Intentional Approach

In order to extend our capacity to prepare for a future shaped by multiple societal and economic trends, Creighton University has, since 1998, improved its planning processes and the methods of scanning its environment to assess the impact of change. The current Strategic Planning Process commenced in May, 1998, when then Reverend President Michael G. Morrison, S.J., convened a planning meeting facilitated by members of the College of Business Administration. He asked for fifteen to twenty bold new ideas -- a request that generated eighteen initiatives. In the fall of 1998, eighteen task forces were convened to correspond to those initiatives; 232 faculty, staff, administrators and students from across the University served on those task forces.

On May 12, 1999, an all-University planning day was held to communicate and share task force recommendations with the University community. Approximately 570 people attended the event. A report of its results followed; it was sent to all Creighton University personnel. Fr. Morrison then announced his intention to retire within a year on May 26, 1999. An administrative retreat was convened in fall 1999 to decide an appropriate course of action. At that time, administrators performed a SWOT analysis, and the eighteen ideas or initiatives were culled to fifteen. In summer 2000, Fr. Morrison retired, and in fall 2000, Reverend Fr. John P. Schlegel, S.J. was inaugurated as Creighton's new President.

In spring 2001, a steering committee was formed under the direction of Dr. Charles Dougherty, then Vice President for Academic Affairs. That committee was charged to confirm those strategic initiatives that were still relevant and to assign goals and objectives for each. Dr. Dougherty later resigned in summer 2001, and Dr. Barbara Braden assumed strategic planning responsibilities as acting Vice President for Academic Affairs. Under her direction, nine committees were formed in fall 2001 to review the work of the steering committee and to elaborate upon its objectives. In January 2002, Fr. Schlegel convened an administrative retreat to review the work of the committees. At that time, the goals were consolidated to five, supported by relevant objectives. In spring 2002, the committees reconvened to devise action plans for the single most important objective related to each goal. A report of those

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efforts was presented to the Creighton Board of Directors in June 2002. At that time, Professor Christine Wiseman had been appointed Vice President for Academic Affairs. She assumed the position on July 1, 2002 and assumed responsibility as well for concluding Creighton's Strategic Plan. Under her direction and the direction of Fr. Schlegel, members of the administration continued to deliberate and prioritize strategic initiatives and to formulate relevant goals and tactics, assigning responsibility for each to various units or individuals ("accountability"), and ascribing a time frame for each. With additional assistance from strategic planning faculty in the College of Business Administration, the plan was reformulated and adopted by Fr. Schlegel and the members of his Cabinet on March 14, 2003, by which date it had generated no further comment or revision.

At the present juncture, the Strategic Planning process at Creighton University is moving down two paths simultaneously. The first path is the continuation of Project 125, introduced publicly in 2003 by President Schlegel. Insofar as Project 125 represents the culmination of five years of forward-thinking discussion and collaboration, that five-year strategic plan will continue providing general direction until 2008.

In 2004, however, a second path of strategic planning was initiated. It began with an implementation plan for the CU125 Strategic Plan. The purpose of that implementation plan was to build a process by which persons across the University could annually review Creighton University's strengths and weaknesses, as well as the external opportunities and threats that might affect it (SWOT analysis). On January 25, 2004, the Cabinet participated in an all-day retreat during which it reviewed the University's strengths, weaknesses, opportunities, and threats. The strategic issues identified during the January 25th retreat, along with the strategic issues remaining from the CU125 Strategic Plan, were shared across the University. The Vice Presidents worked with their divisions, colleges, schools, faculty and staff to identify division-level, college/school-level, and other unit-level goals, objectives, and tasks by which the University could work to mitigate or resolve those strategic issues. This joint effort of attention to strategic issues and grassroots development of accompanying tasks and initiatives was intended to allow everyone the opportunity to help Creighton University enact its mission in a strategic manner.

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This path continues, focusing each year since on identifying strategic issues that the University must address over a rolling thirty-six month period in order to guarantee its health and to take advantage of new opportunities that fit our mission. This new approach continues to work in combination with Project 125. Those Project 125 tactics that still require attention remain active. Going forward, new tactics will be connected to strategic issues and goals, not Project 125 goals. This strategic issue-focused process affords us three opportunities. First, it allows us to identify top-down identified strategic issues that require our collective attention. Second, it allows us to generate issue-specific goals and tactics from the grass-roots level, making those strategic issues relevant to our daily work. Third, it allows us to tie the strategic planning process to the operating and capital budgeting processes. All proposed tactics that require new budget allocations must be tied to a strategic issue. Without that identification, no funding will be allocated for those tactics.

Since 2004, this evolving process has generated white papers analyzing Creighton's external environment and the trends that affect that environment. These have included: economic conditions, learning theory and research, the legal environment, the political environment, and the manifestation of service, justice and mission (2004). In succeeding years, the University has augmented this analysis with white papers analyzing co-curricular programs, enrollment demographics, the Health Sciences, human resources, and information technology (2005). Finally, in 2006, the University added distance education, employment prospects for graduates of Creighton University, and the integration and assessment of values and dispositions. Position papers authored externally to Creighton were added in 2006, focusing on demand for increased accountability and data driven organizations.

At its latest retreat on August 15, 2006, the Cabinet discussed this last series of white papers, concluding that the University should innovate an effort to track operating and capital budgets to strategic issues and develop a mechanism for evaluating the issues and the effectiveness of tactics associated with those issues. It also discussed the need for accountability with respect to each new request that was funded. It then performed a disruptive innovation analysis and discussed progress on last year's strategic issues. Most critically, it concluded that growing efforts at national accountability would require it to become a data-driven university, for which it would need an appropriate infrastructure.

Consistent with the university's efforts to implement its strategic plan, other units of the University also have developed strategic plans which serve to address and implement the University's strategic goals, unit by unit. These include a *Strategic Plan for Information Systems and Technology (2004 - 2009)*; a Strategic Plan for Cardoner (2004); a Strategic Plan for the Department of Campus Recreation & Kiewit Fitness Center (Student Services Division) (2006), and a Strategic Plan for the Creighton University Medical School Clinical Programs (Creighton Medical Associates) (2000). In terms of the various schools and colleges, there exists a Strategic Plan for the College of Business Administration (2006), a Creighton University School of Law Strategic Plan (2005-06), a Strategic Plan for the School of Dentistry (2005), a strategic plan for for the School of Nursing (2006), and a Strategic Plan for the School of Pharmacy and Health Professions (approved by the SPAHP Faculty on July 5, 2005). Likewise, in 2005, the Creighton College of Arts and Sciences began its strategic initiative, whose discussions continue. Among the strategic issues and areas identified are the following: (1) engaging the Catholic and Jesuit intellectual traditions; (2) fostering an optimal community of inquiry; (3) embodying cura personalis in the various college communities; and (4) providing effective structures to enhance leadership.

In 2003, the College of Arts and Sciences instituted a formal cycle of academic program reviews. While the focus of each review is determined by the respective academic unit (in consultation with the Dean), the topics that departments ask the reviewers to address often include that of changing trends in the relevant discipline. In this way, the College seeks to understand and respond to changes in the intellectual environment. In addition,

- The College has also demonstrated a broad willingness to introduce new programs and curricular formats over the course of the past five years:

- "Co-majors" were abolished and have been replaced with a wide array of more standard academic minors. Semestre Dominicano, which was hampered by a rigid curricular structure that was unattractive to most students, was replaced with the more flexible Encuentro Dominicano.

- The Honors Program has been extensively redesigned.

- The Ratio Studiorum Program has been introduced -- a program that combines respect for institutional history with a thoroughly contemporary focus on "high touch" advising, particularly for sophomores.

- A new program has been introduced in Interactive Web Design and Chinese will be taught for the first time in Spring 2007 -- both programs resulting directly from expressions of student interest in emergent fields of study.

B. Budget Forecasting

Creighton's operating budget process includes a five-year forecast of expected operating results based on current levels of activity, adjusted by anticipated trends in revenue and expense elements due to various internal and external factors. Examples of external factors considered include projected inflation rates for wages, health care costs, energy costs and other elements. Internal factors include planned program development/enhancement costs, construction and renovation plans, enrollment targets (which are affected by demographics and other external factors) and other factors. The five-year forecast was initiated in April 2002. The present report covers the years 2006-2010 (see Exhibit A). The first year of the forecast summary (2005/06) represents the original budget, adjusted for any changes submitted through the December year-end forecast and for additional changes that were brought to the attention of the Division of Administration and Finance since the December current estimate was reported. The remaining years of the forecast are based on FTE's submitted by each of the schools for the successive years, percentage revenue and expense changes (as reflected in the general assumptions noted), and specific dollar changes reported by other identified sources throughout the University. It should be noted that the report is merely a forecast to aid in long-term planning; it does not represent budget decisions. These are made by the Budget Committee and approved by the Board of Directors in the normal budget cycle.

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C. Undergraduate, Professional and Graduate Enrollments

Overall, enrollments have hit record highs at Creighton during the past three years, and Creighton is more successful in enrolling students than at any time in its history. Consider the following admissions outcomes from 1982 to 2006:

Year	Freshmen	Transfers	Total New	Year	Freshmen	Transfers	Total New
1982	813	102	915	1995	786	92	878
1983	752	122	874	1996	881	77	958
1984	818	96	914	1997	868	79	947
1985	824	86	910	1998	802	94	896
1986	789	85	874	1999	855	76	931
1987	814	79	893	2000	878	70	948
1988	878	105	983	2001	763	77	840
1989	900	129	1029	2002	802	95	897
1990	859	125	984	2003	936	98	1034
1991	773	113	886	2004	968	103	1071
1992	865	123	988	2005	972	109	1081
1993	876	125	1001	2006	960	105	1065
1994	824	102	926				

Full-time undergraduate enrollments for the fall of 2006 are 18% higher than 1996. This is nearly three times the growth rate experienced between 1986 and 1996, and approximately 50% higher than the period from 1976 to 1986.

Likewise, professional enrollments have risen 19.9% since 1996. As noted in the chart below, this trend continues.

	1999	2000	2001	2002	2003	2004	2005	2006
School of Law	413	434	451	464	477	455	451	455
School of Medicine	450	459	456	468	466	473	494	498
School of Dentistry	330	335	335	338	338	338	335	337
Pharmacy - FT	398	400	489	509	587	618	649	646
Pharmacy - PT	3	2	2	84	81	79	23	33
Physical Therapy - FT	173	169	153	136	124	125	131	147
Physical Therapy - PT	0	2	41	64	64	55	47	31
Occupational Therapy - FT	185	147	123	144	113	109	120	128
Occupational Therapy - PT	2	6	21	21	20	33	41	56
Graduate School FTE	296	307	295	296	318	340	310	362

As is evident, School of Law enrollments are 9.2% higher than 1999. Likewise, School of Medicine enrollments are up 9.8% over 1999, and the School of Dentistry has remained nearly constant at an average population of 336.

Among the professional schools, the School of Pharmacy and Health Professions has dramatically improved its enrollment with the innovative implementation of

its on-line clinical doctoral programs. Enrollment of full-time students in the Pharm D. Program is up 62% since 1999. The web-based program alone has added some fifty-five new students per year. Physical Therapy and Occupational Therapy have had some fluctuation but are also experiencing enrollment gains over the past two years. Finally, graduate FTE enrollments are up 22% since 1999.

Having reached full-time enrollment capacities and in view of the higher cost of private education, Creighton has chosen to be somewhat less reliant on part-time undergraduate non-traditional students, as indicated by the chart below.

Fall Semester	1976	1986	1996	2006
Total Headcount	4,797	5,903	6,158	6,981
% Increase/decrease from previous 10 yrs		+23.1%	+4.3%	+13.4%
Total Professional/Graduate	1,925	2,175	2,479	2,906
% Increase/decrease from previous 10 yrs		+13.0%	+14.0%	+17.2%
Undergraduate Full-time	2,678	3,018	3,211	3,817
% Increase/decrease from previous 10 yrs		+12.7%	+6.4%	+18.9%
Undergraduate Part-time	194	710	468	258
% Increase/decrease from previous 10 yrs		+266.0%	-34.1%	-44.9%

D. Undergraduate Enrollment Targets and Recruitment Strategies

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Undergraduate enrollment targets and recruitment strategies are determined in part based on a review of demographic data, including forecasts and trends. This is accomplished by Creighton's Associate Vice President for Enrollment Management, who was hired in August, 2002. In conjunction with the President and the Cabinet, he works to effect a stable undergraduate enrollment that will allow the University to thrive in its program offerings and yet remain affordable for its students.

Prior to the creation of the Enrollment Management function, Creighton experienced unanticipated fluctuations in applications, enrollment and financial aid spending for its undergraduate programs. This created periodic budget challenges and complicated financial and academic planning. The goal for the Enrollment Management function was to stabilize and then increase undergraduate enrollment. This also included the strategic use of financial aid to achieve enrollment targets, shape incoming classes and control tuition discounts. These efforts have been very successful to date.

Creighton enjoys a strong regional and supra regional position with respect to the quality of its undergraduate student academic profile. It is also viewed as offering strong and varied health professional development options to both undergraduate and professional students. In that dimension, Creighton's professional programs are highly regarded. The following have shown dramatic improvement since 1996:

- Creighton's School of Law is ranked at 101 or 102 out of 180 by US News & World (the top 56%). However, just six years ago, its ranking was substantially lower, indicating major gains.

• Creighton's School of Dentistry profile for college GPA and results on the DAT place it 25th out of 55 (top 45%).

Creighton is perceived as a high quality, private-school option for students in Nebraska, South Dakota, Iowa and Kansas (including the Kansas City metropolitan area of Missouri). Sixty percent of our students come from these "core" states. Within these states, Creighton is considered to be the highest quality university with an enrollment above 3,000 whose offerings include both undergraduate and professional programs.

Students are attracted by the reputation and the perception of a quality education as well as the focus for a career in health sciences, including special access to our professional schools. About 90% of the growth in freshmen and transfer enrollment in the past four years has occurred with respect to students focused on a major in the pre-health sciences. In addition, the Nursing under-graduate and "5th" year Accelerated and LEAP programs have experienced strong enrollment gains in the past decade.

1. Enrollment and Admissions Patterns: Assessing the Trends

Until 2002, the ten and twenty-year historical freshman enrollment average at Creighton University was 830. In 2000 and 2001, for example, Creighton averaged 783 freshmen. In the past four years, however, freshmen enrollment has averaged 960 – a 16% increase. Creighton also has increased the number of transfer students: 104 compared to a ten-year average of eighty-nine.

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Retention also is somewhat higher in the past four years. Our overall attrition rates, for example, have declined from 10.9% in 1995 to 7.9% in 2005. This reduction has improved our total enrollment as well and affected the stability of our operating budget. The net revenue gain in tuition, fees, and full capacity housing has added an additional $7 million (net of financial and merit aid costs and the additional spending to staff and direct these recruitment efforts).

The trends of the past four years are favorable, and we expect that they will continue their upward trajectory. Although Creighton does not plan to enlarge the size of the freshman class beyond 1000 new students, it does plan to develop a larger applicant pool and achieve a more geographically and ethnically diverse class while also improving the academic profile so as to position itself as more clearly selective in recruiting students.

To that end, the Office of Enrollment Management has articulated a clear set of goals over the next five years:

Enrollment Management Five Year Goals

• Increase applications by 30% from 3,400 to a minimum of 4,400

• Reduce the admit rate from 89% to 79%

• Maintain a yield rate of about 27% to 28% once all the application growth is accomplished (i.e., continue the effort to be first or second among Jesuit institutions)

- Maintain a freshman class size of 950 new students and a new transfer size of about 110 in the fall semester, with forty to fifty additional transfers and new students in the spring semester

- Increase the number of students from the larger cities in the Midwest and also initiate targeted growth in the West, Southwest, and possibly the East and South, growing enrollments from these regions by about 100 to 150 students

- Increase the enrollment of under-represented minority students in the freshman class from about 70 in 2006 to about 105 in 2010; overall, achieve a total enrollment of about 200 to 210 students of color (including Asian Americans and Pacific Islanders) as a minimum within the next five years

- Assess whether Creighton can aggressively market its non-health-related undergraduate programs and improve student interest in these programs; also assess whether Creighton should aggressively market its pre-health programs as a key strategy to improve market penetration in the larger Midwestern cities as well as targeted areas in the West, Southwest, South, and East.

2. Enrollment and Admissions Patterns: Increasing Undergraduate Applications

On September 30, 2005, the President's Cabinet outlined its priority issues for the academic year 2005-06. Among these issues was the need to "attract, admit, and retain students with the desired qualities and in sufficient quantities to enable us to thrive as a university." This population would include specific targets for traditional and nontraditional students, under-represented minorities, and other key student characteristics. A seminal step in reaching that goal was the decision made in late December 2004 to develop a partnership with Royall & Company – a national leader in enhancing the recruitment process with particular expertise in the Jesuit schools and colleges.

Initial goals for the partnership with Royall included:

- Growing the freshman prospect pool to increase applications over time

- Initiating multi-year, multi-class recruitment that would enable the Creighton admissions team to stay focused on the current year of recruitment during the winter months

- Facilitating a process of electronic prospecting

- Maintaining or increasing academic quality, ethnic diversity, and male enrollment

Following our 2006 efforts, a final analysis of results indicated that the 2005 and 2006 Royall Search programs made substantial contributions to Creighton's 2006, 2007, and 2008 entering class prospect pools. Fall 2006 activities yielded approximately 3,000 more prospects than the preceding year. Additionally, by October 2005, Creighton had garnered nearly 16,000 prospects for the 2007 applicant pool. (Note: As of September 27, 2006, Creighton's prospect pool for

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high school seniors had increased by 116%: 35,222 for 2007 as compared with 16,303 for 2006). These efforts to identify prospects earlier allowed Creighton an opportunity to communicate with students earlier and more often, creating a greater sense of value and influencing their decision to enroll.

On the following page are charts outlining the results of Creighton's 2005 and 2006 prospect search effort, given the impact of Royall & Company:

2006 and 2005 Search Results Comparison by High School Year Searched

Year Searched	Class Year	Mail Quantity	% Total Mail Quantity	Number of Inquires	Response Rate	% Total Inquiries
2006	Sophomore	56,132	45.2%	16,054	28.6%	58.0%
	Junior	68,172	54.8%	11,628	17.1%	42.0%
Totals		124,304	100.0%	27,682	22.3%	100.0%
2005	Sophomore	53,708	46.3%	13,059	24.3%	61.3%
	Junior	62,345	53.7%	8,241	13.2%	38.7%
Totals		116,053	100.0%	21,300	18.4%	100.0%

Because the response rates from junior high-school students were substantial in 2006, it is expected that Creighton will realize increased application numbers for the fall class of 2007.

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2006 Search Results Comparison by Sex

Sex	Mail Quantity	% Total Mail Quantity	Number of Inquires	Response Rate	% Total Inquiries
Females	74,216	59.7%	17,986	24.2%	65.0%
Males	49,990	40.2%	9,674	19.4%	34.9%
Unknown	98	0.1%	22	22.4%	0.1%
Totals	124,304	100.0%	27,682	22.3%	100.0%

2005 Search Results Comparison by Sex

Sex	Mail Quantity	% Total Mail Quantity	Number of Inquires	Response Rate	% Total Inquiries
Females	68,922	59.4%	13,823	20.1%	64.9%
Males	46,875	40.4%	7,449	15.9%	35.0%
Unknown	256	0.2%	28	10.9%	0.1%
Totals	116,053	100.0%	21,300	18.4%	100.0%

As we continue to generate sex balance in our incoming classes, this chart also portends certain national challenges in achieving sex parity. First, the number

of available males meeting our quality selection criteria is lower than that of females. Second, the response rates for males overall is typically lower by 4%-5%. Creighton continues its attempts to create better sex balance; however, that task will not be easy.

2006 and 2005 Search Results Comparison by Ethnicity

Year Searched	Self-Reported Ethnicity	Mail Quantity	% Total Mail Quantity	Number of Inquires	Response Rate	% Total Inquiries
2006	American Indian or Alaskan Native	785	0.6%	165	21.0%	0.6%
	Asian, Asian American, Pacific Islander	10,141	8.2%	2,380	23.5%	8.6%
	Black/African American	2,622	2.1%	747	28.5%	2.7%
	Latino	10,025	8.1%	2,682	26.8%	9.7%
	Multiracial	1,934	1.6%	440	22.8%	1.6%
	White	91,646	73.7%	19,787	21.6%	71.5%
	Other	7,151	5.8%	1,481	20.7%	5.4%
Totals		124,304	100.0%	27,682	22.3%	100.0%
2005	American Indian or Alaskan Native	679	0.6%	105	15.5%	0.5%
	Asian, Asian American, Pacific Islander	7,270	6.3%	1,554	21.4%	7.3%
	Black/African American	2,172	1.9%	579	26.7%	2.7%
	Latino	6,509	5.6%	1,501	23.1%	7.0%
	Multiracial	1,859	1.6%	310	16.7%	1.5%
	White	90,582	78.1%	16,170	17.9%	75.9%
	Other	6,982	6.0%	1,081	15.5%	5.1%
Totals		116,053	100.0%	21,300	18.4%	100.0%

As with sex balance, Creighton continues its attempts to focus on recruiting an ethnically diverse student population. The chart above indicates that the number of available students meeting our quality standards from ethnically diverse backgrounds is also limited. Currently, Creighton enrolls approximately 18% of its freshman population from among students of color (though its total enrollment is 16%). This is consistent with the percentage of students of color who respond to our recruitment efforts.

2005 Search Results by Response Channel

Mail Option	Number Sent	Number of Responses	Response Rate	% Total Inquiries
Paper	117,969	6,324	5.4%	29.7%
Email	89,382	14,976	16.8%	70.3%

Prior to working with Royall & Company, Creighton had a very limited and unsophisticated process for prospecting students electronically. That process is now much improved.

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2006 and 2005 Search Results Comparison by In-State and Out-of-State Distribution

Year Searched	Geography	Mail Quantity	% Total Mail Quantity	Number of Inquires	Response Rate	% Total Inquiries
2006	In-State	9,577	7.7%	2,261	23.6%	8.2%
	Out-of-State	114,727	92.3%	25,421	22.2%	91.8%
Totals		124,304	100.0%	27,682	22.3%	100.0%
2005	In-State	7,966	6.9%	1,633	20.5%	7.7%
	Out-of-State	108,087	93.1%	19,667	18.2%	92.3%
Totals		116,053	100.0%	21,300	18.4%	100.0%

2005 Search Results by State
The two charts above display the geographic distribution of responses. Although the University plans to grow beyond its primary market in Nebraska and the contiguous states, we will attempt to focus on areas in other states where the demographics indicate a good fit and some name recognition might exist, as noted in the enrollment goals enumerated above.

State	2005 Contact Quantity	2005 Inquiries	Conversion Percentage
Illinois	16,698	2,228	13%
Kansas	14,271	2,074	15%
Nebraska	7,966	1,633	20%
Iowa	10,768	1,624	15%
Missouri	8,905	1,555	17%
Colorado	6,947	1,361	20%
Minnesota	8,031	1,242	15%
Wisconsin	7,140	1,108	16%
Ohio	6,274	765	12%
South Dakota	3,059	588	19%
Florida	4,092	570	14%
Hawaii	3,463	542	16%
Texas	2,068	528	26%
California	2,750	494	18%
New York	2,128	318	15%
Indiana	1,797	263	15%
Arizona	765	202	26%
Louisiana	1,039	175	17%
Connecticut	819	150	18%
New Jersy	845	139	16%
Oklahoma	482	109	23%
Montana	427	90	21%
Massachusetts	1,021	89	9%
Puerto Rico	326	88	27%
Washington	376	78	21%

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State	2005 Contact Quantity	2005 Inquiries	Conversion Percentage
New Mexico	241	71	29%
Maine	595	68	11%
Maryland	434	66	15%
Pennsylvania	836	56	7%
Guam	159	54	34%
Virginia	328	52	16%
North Dakota	207	50	24%
Oregon	142	40	28%
Michigan	257	37	14%
Nevada	101	32	32%
Wyoming	82	32	39%
Utah	87	25	29%
Idaho	62	23	37%
Alaska	40	10	25%
Northern Mariana Islands	16	5	31%
District of Columbia	5	1	20%
Georgia	3	1	33%

Creighton's current regional distribution for the fall of 2006 Freshman class approximates the following:

    38% in-state Nebraska. . . . . 360 students
    26% Midwest within 300 miles . . . . 250 students
    13% Midwest farther than 300 miles . . . . 125 students
    23% West, Southwest, East and Abroad . . . . 220 students

If applications increased by 700 (20%) over the next several years, it is likely that Creighton could increase its geographical diversity and enroll about 100 to 150 more students from a distance beyond the 300-mile radius from campus (a 10% change in the freshman class):

    30% in-state Nebraska. . . . . 285 students
    20% Midwest within 300 miles . . . . 180 students
    22% Midwest farther than 300 miles . . . . 210 students
    28% West, Southwest, East and Abroad . . . . 280 students

This change would provide Creighton with more regional and national recognition and improve our market awareness in the major cities of the Midwest, as well as in the West, Southwest, and targeted areas of the East and South. Such enhancements also would enable us to enroll students from less price-resistant areas and improve the academic profile.

Creighton expects to enroll more under-represented minority students from both our immediate core area (Omaha and Midwestern students living within 200 miles of campus) as well as a broader national scope. From 1993 to 2002,

Creighton began enrolling about 120 students of color on average in each class (14.5%). Currently, we enroll 170 students of color (18%) in the Freshman class, which represents a 47% admissions gain over the ten-year trend.

It is our goal to increase this enrollment to 21% (200 students) as soon as possible. It is also likely that within five years we will increase that goal to 25% (240 students) given the increasing demographic presence of students of color in Nebraska and across the nation generally. Most of these gains have been realized among students who are African American, Native American, or Hispanic.

3. Enrollment and Admissions Patterns: Undergraduate Tuition Pricing

One of the most important decisions made during each budget cycle by the Budget Committee is the decision regarding tuition rates. In 2000, Creighton charged $20,692 in gross tuition, room and board, and fees. In 2006, our gross charges for freshmen are $32,968. This represents an increase of $12,276 (59%) in just six years. In terms of their effect on our students, our gross charges in 2006 represent about 45% of the disposable income of the median family which has enrolled a student in a private university whereas that percentage of price to disposable income was 33% in the year 2000. These changes represent a 36% increase when adjusted for the change in household incomes over the past six years. Furthermore, our success and commitment to draw a more socio-economically diverse student body has resulted in more students of high need enrolling at Creighton, and they have required more aid than required in some of our Jesuit peer schools. This likely affects our discount rate by about 2% to 5% depending on which college we use to benchmark.

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The average under-represented minority student represents an expenditure of about $7,000 more in financial aid funds. The success of our enrollment gains in under-represented students of color has resulted in the enrollment of nearly 160 more undergraduate students of color in 2006 than our ten-year average between 1993 and 2002. This increase adds nearly $1.12 million in aid pressure to our budget -- representing nearly a 1.4% increase in our tuition and fees discount rate.

Historically, decisions regarding undergraduate tuition rates and summative allocations for financial aid have been made without much quantitative information as to the likely effect of various pricing decisions on enrollment and net tuition. That situation changed this year. In July, 2006, the University engaged the services of Strategic Resource Partners of Bloomington, Minnesota, for the purpose of preparing a research study on the short and long-term market impact of Creighton's tuition. At the same time, the University commissioned a study from Hardwick-Day, a Strategic Resource partner and consultant, on the optimal use of its merit and need-based aid funding strategies, since 95% of all Creighton freshmen receive some form of discount. Understanding the impact of our tuition pricing on prospective students and their parents is critical to enrollment and tuition stabilization.

With respect to pricing and positioning, we have asked Strategic Resource Partners to assess the price sensitivity (stated and discounted) for enrollment at Creighton University among prospective students, relative to other institutions

of choice. Our intent is to understand perceptions of Creighton's pricing relative to perceptions of its quality; assess the effect of price increases on student interest in Creighton; and estimate the impact of tuition changes on both enrollment and net revenue. We also have asked Strategic Resource Partners to assess the imagery associated with Creighton by prospective students in order to understand the variance in price elasticity for specific audiences (e.g., males or females, high or medium academic profile, high or low need, specific majors of study, ethnicity, or regional location). These results would be used to plan future pricing, discount, and marketing strategies. The Strategic Resource report was presented in late October, 2006.

With respect to merit awards and financial aid, we have commissioned a study on the strategic allocation of such awards in order to produce the best impact on net revenue and enrollment. In particular, the study will enable us to predict enrollment outcomes and net revenue implications on changes in tuition and financial aid/merit policies; determine if we are over or under-awarding cohorts of students; determine the current effectiveness of our aid and merit strategies; determine the aid or merit necessary to enroll and retain desired population segments; and exercise control over enrollment yields, discounting and net revenue. Since the firm also has access to extensive databases (given their various projects with other clients), the data developed for Creighton will be compared with many other institutions, and the report will evaluate our "fit" in the market when compared to these other institutions. An initial Financial Aid Optimization Analysis was presented to the University on September 27, 2006. That analysis is expected to result in a metric that will guide the award of financial and merit aid into the future.

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E. New Program Monies

Creighton's annual operating and capital budget process includes requests for the submission of new program development proposals, providing the various schools, colleges, departments and administrative areas an opportunity to present potential new programs for consideration.

As part of the newly initiated formal Capital Budget Process, the University prepares an analysis of debt capacity. This information is critical in effectively planning for future capital projects. The debt capacity analysis helps assess our ability not only to fund projects in the next year, but in the next three to five years as well.

It should also be noted that the University's Facilities Management department has developed a list of deferred maintenance items and estimated costs. The list has the benefit of identifying and helping to prioritize the most critical needs of the University based upon a collaborative analysis between Facilities Management and the other units. As it is in higher education as a whole, this poses an issue at Creighton because original monies with which university buildings were constructed did not include plans or endowments for deferred maintenance. Over the last several years, however, Creighton has made substantial progress in this area by taking individual and systemic action. In terms of a systemic approach, the University instituted the following protocol.

Since 2001, the University budget committee has adopted a standard practice of

adding to the annual operating and maintenance budget in conjunction with the addition of occupied square footage on campus. Previously, little new funding was added, and Facilities Management was expected to stretch its existing budget to cover the added space. Additionally, the operating budget now includes an allowance to address deferred maintenance. To that end, the budget committee initially allocated $100,000 in fiscal 2003, but the amount has since been increased to $146,000. Although a small portion of what is truly needed, it represents important progress in developing an overall solution.

Furthermore, a deferred maintenance endowment was initiated in 2003 with funding from unrestricted revenues. Upon consolidation with a previously established maintenance endowment, the fund has grown to a current balance of $1.1 million. It is the University's intent to make few, if any, distributions from this fund in the near term, instead seeking opportunities to add unrestricted support to the endowment until the fund exceeds at least $2 million.

With respect to individual initiatives that ease the burden of deferred maintenance, it should be noted that an extensive renovation of the University's primary science facilities was completed in 2005. A significant portion of the $38 million renovation of the Rigge Science and Criss I and Criss II Health Sciences buildings represented building systems and other infrastructure replacement, resolving a significant number of deferred maintenance issues in those buildings.

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Likewise, Creighton's Division of Information Technology completed an evaluation of technology infrastructure for each campus building and established priorities for upgrade. This prioritized assessment is used to guide investments in campus technology infrastructure. Including an extensive project scheduled for the Boyne School of Dentistry in 2006/07, technology infrastructure investments have approximated $2 million since 2004.

F. *Willing to Lead:* **A $350 Million Capital Campaign for Creighton University**

In December, 2005, Creighton University publicly launched its largest fundraising event in history -- a $350 million capital campaign, whose goal it hopes to realize by December 2008. That campaign has identified five immediate foci:

"Willing to Lead": $350 million Capital Campaign	Goal
• Endowment & program support	$145,000,000
• East campus expansion	$99,000,000
• Science education & technology	$62,000,000
• Annual fund	$30,000,000
• Mission & identity	$14,000,000

The campaign thus far has been immensely successful. As of September 30, 2006, pledges and cash of $267 million have been raised by the University Relations Division. Thus, Creighton already has surpassed 72% of its goal, exceeding projections. Our most significant gift to date is a $50 million anonymous donation to construct a living/learning center that will house the

Office of Student Services, the Academic Resource Center, Enrollment Management and Admissions, Student Health, the Office of International Programs, the Office of Multicultural Affairs, and Student Support Disability Services, to name its principal occupants. Integral to the design is the inclusion of a host of technology-rich additional classrooms and meeting rooms that are adaptable for prevailing and developing pedagogical trends.

This capital campaign enhances other successes. Since August 2002 alone, the University has secured seven new endowed chairs and added twenty acres east of 24th Street. In addition, our alumni giving rate is among the best, reaching 29% - 30% in any given year. In 2005/06, for example, the University was able to raise over $50 million. Across the university and elsewhere, Creighton has instilled great confidence in its ability to prepare for and meet future demands.

Core Component 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Creighton's existing resource base is supported by a number of institutionalized processes to ensure adequate support for its educational programs, both now and into the future.

A. Financial Resources

As presented to its Board of Directors on June 5, 2006, the 2006/07 Operating Budget of Creighton University represents a balanced budget for University operations, including the medical clinics. Undergraduate enrollment was sustained at near-record levels, and the operating budget totals $306 million, an increase of $15 million (5.2%) from that of 2005/06.

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In terms of its endowment, the market value at the end of June 30, 2006, was $268 million. (In June 2005, that value was $240 million, and in 2004 it was $216 million). These endowment amounts are exclusive of the Health Future Foundation, a related foundation that provides support to the University's health sciences mission. On June 30, 2006, the Health Future Foundation endowment totaled $78 million.

The planned total Creighton endowment distribution to the operating budget for 2006/07 is $10.8 million, 6.9% over the prior year. The increase in distributions is largely the result of new endowments, since the University has frozen the distribution rate to facilitate recovery from the poor investing environment experienced during 2000 and through 2002. During that time period, the University elected to maintain the existing distribution levels to avoid the need for further cuts in the operating budget. The chart below depicts the value of the University endowment (excluding Health Future Foundation), annual distributions and the corresponding effective distribution rates.

| Fiscal Year | (in $Millions) | | | | |
| | Year-end Value | Distributions | | | Approx. Distrib. % |
		Operating Budget	Scholarships & Other	Total	
2000/01	$202	$4.3	$4.5	$8.8	4.1%
2001/02	$183	$4.4	$4.8	$9.2	4.6%
2002/03	$188	$4.6	$4.8	$9.4	5.1%
2003/04	$216	$5.3	$4.0	$9.3	4.9%
2004/05	$240	$4.8	$4.1	$8.9	4.1%
2005/06	$268	$5.8	$4.3	$10.1	4.2%
2006/07 (Bud.)	$285	$5.8	$5.0	$10.8	4.0%

The University is also supported by significant grant dollars, as noted below:
2005-2006 Grant Activity

Academic/ Administrative Unit	Submitted		Awarded	
Arts & Sciences	$6,082,526	(56)	$1,025,016	(24)
Business Administration	$84,530	(2)	$47,000	(2)
Dentistry	$945,335	(18)	$518,750	(18)
Law	$126,658	(2)	$445,000	(2)
Medicine	$126,105,265	(1,157)	$31,030,484	(977)
Nursing	$1,378,971	(6)	$175,129	(3)
Pharmacy & Health Professions	$3,974,210	(43)	$1,200,594	(25)
VP for Academic Affairs	$6,766,867	(18)	$4,912,337	(13)
VP for Health Sciences	$2,750,969	(18)	$3,225,494	(16)
VP for Student Services	$26,655	(4)	$9,457	(2)
VP for University Ministry	$440,436	(3)	$438,436	(2)
Other Administrative Units	$41,783	(2)	$4,184	(1)
Total	**$148,724,205**	**(1,329)**	**$43,031,881**	**(1,085)**

Budget Process: The Five-Year Financial Forecast incorporated earlier anticipated that the University's net revenue (after operating reserve) is expected to increase from $1.7 million at the end of fiscal year 2006/07 to $5.4 million in 2009/10. Net revenue of only $70,081 was projected for 2005/06. However, the University actually produced a net revenue of $3.8 million. This significant improvement over the projection is essentially related to favorable enrollment variances. The financial forecast is currently being updated to reflect current data and revised assumptions in connection with the budget process for 2007/08. Beyond these financial indicia of stability, several structures exist ensuring the prioritization and strength of Creighton's quality educational programs.

The University Budget Committee: The seven-person University Budget Committee is entrusted to make nearly all high-level decisions relating to resource allocation in the capital and operating budgets. The Committee is comprised of the President, the two Academic Vice Presidents (Academic Affairs & Health Sciences), two Deans (one each from the units in Academic Affairs and the units in Health Sciences), the Vice President for Student Services, and the Vice President for Administration and Finance. As a result of the composition of this committee, academic and student concerns and support for the Creighton educational mission are and remain at the forefront.

Budget Request Approval Hierarchy: The budget process calls for the submission of capital and operating budget requests from the schools and academic support areas and maintains an approval hierarchy which ensures consideration and support of educational programs and needs. The process is designed so that requests from the schools are initiated by the faculty and administrators. Although all of the Vice Presidents prioritize new budget needs for their divisions the Academic Vice Presidents prioritize the requests from their areas after discussion and consultation with their Deans and Directors. These requests are submitted to the Budget Committee for consideration. Academic needs and priorities are always addressed at the outset of any annual budget process so that budget dollars are allocated with those needs in mind. For operating budget process schedule and steps, see Budget Office Web site (Budget Process/Schedule).

Financial Resource Development for Educationally Related Areas: As indicated by the success of its $350 million *Willing to Lead* Capital Campaign, and apart from that effort, Creighton University has a history of financial resource development for educationally related areas (e.g., faculty, technology, library resources, and educational programs):

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1. *Faculty*. The 2006/07 budget provides for faculty salary enhancement in excess of the general merit pool increases in the College of Arts and Sciences, and the Schools of Dentistry, Nursing and Pharmacy/Health Professions. The University added $850,000 of enhancements in excess of standard increases to the College of Arts and Sciences over the last four years in response to a faculty-generated salary study. In that specific regard, an internal study conducted by the College in 2000-2001 was presented to the University in Fall 2001. The Human Resources Department then evaluated the methods and underlying data of the study, using the resources of an external consultant, whose report was received in August 2003. Based on that report, the University allocated supplementary payments of $250,000 to the College -- over and above the merit raise monies allocated to every college and school -- in Fiscal Year (FY) 04, FY05 and FY06. A subsequent follow-up study by the Arts and Sciences Dean in June 2005 indicated that the gap had still not been successfully closed and an additional $100,000 was awarded for FY07, pending the results of further study. The College of Arts and Sciences budget also has been adjusted to secure additional fulltime (and often tenure-track) faculty lines as student numbers have increased over the past four years. In that regard, completely new lines have been added in Journalism and Mass Communication (2), Chemistry (1), Philosophy (2) and Theology (2).

Other enhancements have been implemented in various schools and colleges over time as deemed necessary by their respective deans. Since 2000, more than $2.6 million in faculty salary enhancements have been added collectively. Each school or college determines the timing and methods for evaluating the adequacy of faculty salaries. Consideration currently is directed at developing overall institutional guidelines that will ensure consistency in appropriate administrative areas, while providing for variation where that is important and relevant.

2. *Technology*. The University instituted a student technology fee ten years ago to be used to support classroom and other academically-related technology needs. Usage was determined after consultation between the Vice President for Information Technology and the Deans. In the 2006/07 budget, the University increased the technology fee significantly from $96 to $200 for full-time students, which generates about $1.3 million annually to address increasing needs to upgrade campus technology.

3. *Library Resources*. Over the past ten years, the University has increased spending for library resources at more than three times the general increase for other non-salary expenses. In the 2006/07 budget, the increase for library resources is 8.6%. Moreover, library resources were one of few areas that suffered no cuts during the financial enhancement program.

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    a. *Reinert Alumni Memorial Library*. As the principal campus library, Reinert has a long tradition of providing start-up library materials and monies for newly-developed courses for current or new faculty members. It budgets $10,000 per year for the purchase of essential books. Up to $1,000 per course can be requested. Any funds not spent on new courses rolls over into the Library's general and multi-disciplinary fund pool, where the Head of Technical Services selects works that often support multiple academic departments and/or are favorably reviewed. The Library Director is an ex officio member of the Creighton College of Arts and Sciences (CCAS) Curriculum Committee and is registered on multiple CCAS distribution lists in order to be aware of new courses and/or programs being developed and/or reviewed. These are shared with the other professional librarians so they can anticipate the collection development needs, particularly in the area of books and journals. The Library Director is also on the College of Business Administration (COBA) listserv in order to be aware of curricular issues in that College.

    b. *Law Library*. Although print and electronic collections are extremely important, the most valuable resources in the Law Library are human resources. Six of the fourteen full-time employees are librarians who have earned accredited Master of Library Science (MLS), or equivalent Master-level degrees. Four of the six are lawyer-librarians, meaning they have earned both MLS and JD degrees. That being said, there is a real need to further improve compensation for both librarians and support staff in the law library. Since Creighton has a national School of Law pursuing a top 100 ranking, it must commit sufficient dollars to attract and retain a sufficient number of excellent employees. Further headway is needed on this front. Although the gap has narrowed in some instances, it is still substantial.

The University has shown a sustained commitment to law library capital and non-capital resources over the past fifteen years. Even when inflationary pressures

are considered, the fact that overall annual library expenditures have nearly tripled since 1990 is very important and revealing. Though the significance of this fiscal support is noteworthy, it must be viewed in context with the fact that the Law Library's annual expenditures are, and consistently have been, lower than the national median for all American Bar Association (ABA) accredited law schools.

Law Library Expenditures (Total Spent)

Fiscal Year	Creighton Law Library	National Median (all ABA Accredited schools)
1990-1991	$ 761,044	$1,230,706
1995-1996	$1,283,079	$1,587,582
1998-1999	$1,428,591	$1,794,203
2000-2001	$1,583,574	$1,936,104
2003-2004	$1,851,317	$2,109,190
2004-2005	$1,946,989	$2,151,066
2005-2006	$2,048,652 (bud.)	Data not yet available

Law Library Collection Growth (Volumes and Volume Equivalents)

Fiscal Year	Book (Print) Volumes Held	Microform Volume Equivelent	Total Volumes Held (all formats)
1990-1991	114,675	33,254	147,929
1995-1996	139,411	93,172	232,583
1998-1999	148,876	105,709	254,585
2000-2001	156,980	119,351	276,331
2003-2004	185,008	146,162	331,170
2004-2005	191,945	153,513	345,458
2005-2006	224,799 (est.)	161,760 (est.)	386,559 (est.)

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Law Library: Seven Year Comparison of Growth in Major Categories

Category	1998-09	2004-05	2005-06 (est.)
Titles held at end of fiscal year	37,817	83,362	137,197
Number of active serial subscriptions	4,240	4,627	4,655
Number of volumes (excluding microforms)	148,876	191,945	224,799
Total volumes & microform equivalents held	254,585	345,458	386,559
Total dollars spent on library materials	$753,639	$1,074,849	not yet available
Total spent on Law Library (all categories)	$1,428,591	$1,946,989	$2,035,152 (bud.)

The collection itself is a solid, mid-sized, multiple format enterprise that ably supports the School of Law's curricular and research needs. Free interlibrary loan service is offered to all law students, faculty, and staff. The library lends

more items than it requests or borrows from other law libraries, and there is very little duplication in the print titles available. Additionally, the library's electronic access to and delivery of legal information is extensive and growing.

A major library renovation and expansion was completed in 1998 and has greatly enhanced the School of Law in several ways. The net square footage assigned for library purposes is currently 46,741. This number ranks 84th of the 188 libraries included in the 2005 ABA Annual Questionnaire. That being said, the library is already storing 1,993 volumes off-site and has lined the walls of the loading dock and receiving area with 1,021 more print volumes and 60 boxes of low-use microfiche.

c. Health Sciences Library. The budget is adequate to support the educational needs of the health science schools and the hospital and is flexible enough to accommodate different directions simultaneously. For example, at the request of clinical medical faculty, the library was asked to provide access to a point of care software program. One product, First Consult, was already licensed but the consensus of our clients was that another product, UpToDate was a better solution. An intense two-month comparative trial of UpToDate was undertaken. Clients were asked to fill out a form comparing and contrasting products already purchased with UpToDate. Focus groups and one-on-one interviews followed. UpToDate was the clear choice. Based on those findings, the library began to license that software on July 1, 2006. As changes in the curriculum, research, and patient care needs occur, library staff members develop the skills to meet those changing needs. For example, through conversations and observations the Health Sciences Library Resource Center (HSL/LRC) recognized that the university needed a common bibliographic citation management software solution. The HSL/LRC investigated the various products available, assessed the needs of faculty and students, and chose RefWorks as the solution to the need. RefWorks is web-based software which the HSL/LRC licensed for campus use. A staff member was trained in effective use of this software, and this individual has begun a series of workshops to train others for the same purpose.

4. Programs. The Pharmacy web-based program represents an excellent example of new program development instituted during the last ten years. Admission to this program creates an opportunity for students to earn a doctoral degree in Pharmacy by enlisting in web-based courses, with regularized but minimal physical time spent on campus. The program has grown from modest beginnings to an enrollment of 286 full-time equivalents. A number of smaller initiatives have been implemented over this period as well, including the *Accelerated*Creighton program for non-traditional students (University College), a multidisciplinary masters' programs in Negotiation and Dispute Resolution (School of Law), and a Masters in Security Analysis and Portfolio Management (College of Business). The annual operating budget process provides the opportunity to propose these new programs and provide them with seminal funding.

5. Budget Flexibility within the Schools or Colleges. It should be noted as well that there exists sufficient flexibility within the schools or colleges themselves to adopt budgetary principles that meet their own needs. In Spring 2002, for example, the College of Arts and Sciences significantly revised its internal budget preparation process for the FY03 budget. Whereas prior years' processes

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had involved little more than applying a percentage increase to each budget line in the College across-the-board, the FY03 budget process adopted a zero-based approach and required chairs to examine and justify each line separately in light of their prior years' spending history.

Furthermore, the Arts and Sciences Senate Faculty Development Committee reviews on an annual basis the College's generous policy for subventing faculty travel to conferences and makes recommendations for improvements. Similar care has been exercised recently by that committee with respect to the College's Sabbatical Policy, to which a number of changes were made in 2005-2006 that significantly enriched the program from the perspective of faculty members.

In addition, both the Graduate School and the College offer support for faculty members' summer months (though faculty are nominally on nine-month contracts). The College's program of Faculty Development Awards is directly geared to allow faculty members to pursue projects whose outcomes will benefit their performance in the classroom, studio, or laboratory.

The University's financial planning/budgeting process also is sufficiently flexible to respond to unanticipated challenges. This flexibility is demonstrated by the recent Financial Enhancement Plan process. In conjunction with the initial preparation of a five-year operating budget forecast in April 2002, it became evident that the University would experience an operating budget deficit in FY03/04 unless action was taken. The Budget Office, in conjunction with the Budget Committee, developed a plan for improving the operating budget to avoid the projected deficit. The plan was titled the *Financial Enhancement Process*.

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Given the potential of a budget deficit, the idea of implementing an across-the-board reduction was considered but discarded. Although such an approach would have been relatively easy to implement, the committee recognized that a disproportionate impact on mission would result. Therefore, each division was asked to develop a plan to reduce expenses and/or increase revenues in their administrative areas by an amount equivalent to 7% of their operating budget base expenses. To lessen the potential effect on academic areas, these were asked to prepare plans equivalent to 5%.

The budget committee then evaluated the plans submitted with a goal of achieving an overall budget enhancement of approximately 4%. The impact of the proposed reductions on mission was a key consideration in the decision process. Options that were not considered feasible or prudent were eliminated. The selected plans produced operating budget enhancements totaling $3.8 million, including $2.4 million (4.2%) in the administrative areas and $1.4 million (2%) in the academic areas. This process worked reasonably well and enabled the University to achieve a balanced budget for 2003/04. The precedent was established and could be resurrected if the need arises again.

The University also initiated an operating budget incentive plan for FY03/04. This plan allows those Deans and Vice Presidents who are favorable to budget at the end of the fiscal year to retain a portion (currently 25%) of their favorable variance for use in funding one-time, non-recurring items. They also can request to participate in the University portion (75%) of the favorable variance by

submitting important projects for budget committee consideration. Incentive fund balances can be carried over into subsequent fiscal years and accumulated for later use. This plan helps achieve planning goals by rewarding good financial performance as well as providing discretionary funding for important initiatives.

6. *Health Sciences and the School of Medicine.* Creighton University School of Medicine also has developed strength in resources for educational programs. Creighton's Mission-Based Management approach to understanding revenue, expenses, and faculty effort represents a considerable strength, reversing School of Medicine adverse financial performance and producing balanced budgets for each of the past four fiscal years, and enacting financial control models to prevent recurrence. In addition, there are growing clinical programs with attendant clinical revenue. The new Development Office within the School of Medicine has enhanced donor and alumni giving, with contributions of $8.5 million to the School of Medicine endowments and other restricted accounts over the past four years. Research investment resources also are available through the Health Future Foundation and Nebraska State grants programs, allowing recruitment of promising new investigators and a growing research portfolio. Collaborations with Alegent Health have enhanced educational programs. Additions and renovations to the Criss Health Sciences buildings provide a significantly improved and modern lecture hall, laboratory, and small group teaching settings for the for M1 and M2 curriculum, as well as increased quality and quantity in research laboratory space for the basic science faculty. Finally, capital investments are made in inpatient clinical and clinical teaching facilities on an ongoing basis by the CUMC Hospital.

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Tuition and fees represent 9.9% of the School of Medicine's revenue, while grants and contracts represent 18.51%. Gifts represent 0.5% of the revenue; patient care revenue from billing services is 36%, and hospital income for the teaching program is 10.9%. Clinical contractual and medical affiliate revenue (derived from contract services and other agreements) is 20.8%, while investment income is 0.9%. Other sources provide 1.06% of the revenue, and include a university contribution ranging from .003% to 3.4%.

2005-2006 School of Medicine: Revenue Sources		
Tuition & Fees	$16,294,226	9.99%
Grants & Contracts	$30,208,377	18.51%
Gifts	$848,120	0.52%
Patient Care	$58,831,517	36.06%
Hospital Income	$17,903,533	10.97%
Clinical Contracts/Med Affiliate	$33,955,726	20.81%
Investment Income	$1,588,900	0.97%
Other Sources	$1,735,495	1.06%
University	$1,800,000	1.10%
Total	$163,165,894	100.0%

Tuition and fees are a stable source of revenue that grows modestly. Grants and contracts are expected to grow primarily through increased research grants,

representing a strategic initiative adopted by the SOM. Unrestricted gifts are moderate, but growth is expected in small increments. Restricted gifts also have been targeted to provide more resources for academic and research programs. Although hospital income for the education program is not expected to change, clinical contractual/medical affiliate income from contract services may increaseas we grow the clinical enterprise with the clinical strategic plan initiatives.

Endowment income for the educational programs is another growth area opportunity that has been targeted in the *Willing to Lead* Capital Campaign. University allocations exist to support planned start-up activities for academic programs, capital expenditures, research activities and one-time expenditures. The revenue balance and distribution is stable. Careful planning, budget monitoring and strategic investment should allow for continued stability in each category over the next five years.

Capital needs for the School of Medicine are determined in several ways. At the department level, capital requirements are identified during the annual budget process. Academic Departments review capital needs with their faculty and make those determinations. Some capital equipment is acquired through debt and amortized over several years. When this occurs, the annual debt payments are built into the annual budget. An informal five-year financial model was developed whereby departments identified direction, recruitment expectations and capital needs. When feasible, items from this list are brought forward to current year budget discussions to determine whether the capital item can be included as a one-time expenditure from other available funds or amortized over time.

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B. Physical Resources and Institutional Planning

During the fiscal year ended June 30, 2006, Creighton's total net assets surpassed $500 million, ending the year at $520 million. The two most significant elements of this total are the endowment of $268 million and net investment in property, plant and equipment of $117 million. The recorded book value of campus land, buildings and equipment totaled $501 million at June 30, 2006, with corresponding accumulated depreciation of $188 million, for a net book value of $313 million. Today the campus consists of approximately 130 acres and 60 buildings. Significant investments in campus facilities have been made over the past ten years, and especially in the last five years, as evidenced by the following table:

	Balance at June 30 (in $millions)		
	1996	2001	2006
Land & improvements	19	30	52
Buildings	129	178	298
Equipment	30	47	64
Library collection	23	34	50
Construction in progress	3	9	37
Total	**204**	**298**	**501**

1. Campus Planning. In September, 2003, Creighton University unveiled a Campus Master Plan which articulates a vision for the growth of the campus in the years to come. The overarching goal was to more closely coordinate planning for the development of the campus, including its eastward expansion, with the strategic and financial planning processes of the University. The Plan itself provides a framework for the development of a larger, more attractive and functional campus that supports the University's strategic initiatives and complements development occurring in Omaha's downtown, riverfront, and surrounding neighborhoods. Its specific goals are defined and intended to ensure that the Master Plan supports the University's mission while creating a visionary and pragmatic framework for future campus development. Those goals are enumerated as follows:

Campus Master Plan Goals

- Expand the campus as appropriate to accommodate Creighton's mission and needs;

- Provide a living-learning environment that affords students the opportunity for enhanced social experience, spiritual growth and service;

- Acknowledge and respond to the research and basic service needs of the medical school;

- Beautify the campus and create green space;

- Create a compact, walk-able campus where academic and living environments are central;

- Create a residential focused campus integrated into the urban environment;

- Establish building densities that accommodate future physical growth while preserving valuable campus open space;

- Provide new and renovated buildings that foster a creative learning and comfortable working environment;

- Enhance existing athletic and recreation facilities, create additional athletic and recreation facilities, and increase outdoor recreational space;

- Create a unified image for the campus, including defined entry points and boundaries;

- Enhance parking facilities to improve access to campus;

- Improve pedestrian and vehicular connections across the campus, streets and highways;

- Improve the physical accessibility of the campus;

- Preserve historically significant buildings and landscape features;

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• Create an inviting impression to the community while remaining safe and secure for campus users;

• Develop the campus in dialogue with the University's neighbors;

• Maintain and expand community partnerships and collaborative programs;

• Seek appropriate retail and residential development near the campus;

• Build upon downtown and midtown Omaha development opportunities;

• Establish design guidelines for future buildings and open spaces;

• Acknowledge deferred maintenance and recommend future actions;

• Consider the viability of off-campus leased spaces;

• Update the Campus Master Plan with University strategic initiatives.

This campus vision makes certain assumptions based upon anticipated growth, methods for the delivery of education, and institutional priorities. Although the basis for planning assumptions is likely to change over time, and decision-makers may come and go, Creighton believes that it is necessary to have policies and procedures in place to implement an effective vision. The Campus Master Plan is a working tool that requires a level of consistency in its application and review, even as changes occur in administrators and the educational climate. Therefore, included in this Plan are Planning Policies and Review Procedures to ensure that the vision of the Campus Master Plan remains intact over time. Furthermore, Design Guidelines have been written as a supplement to the Campus Master Plan to provide guidance for the future development of campus buildings, building sites, landscape, and open space. These Guidelines will be shared with campus building designers, site development designers, and landscape features designers in order to provide them with expectations related to the design and development of the campus environment.

The University utilizes several means to ensure consistency in the implementation of the Campus Master Plan. The approval process for construction and renovation projects ensures that Presidential and Board of Directors approvals are obtained. A Design Review Committee was also established subsequent to the development of the award-winning Campus Master Plan. (The award was conferred by the American School and University Magazine in 2005). This committee, comprised of the Vice President for Administration and Finance, the Director of Facilities Management and two professional architects, performs reviews of campus planning and proposed construction projects to ensure compliance with established design guidelines.

Additionally, a Presidential committee, the Campus Planning Committee, also participates in the review of potential campus development. This committee is comprised of the Vice President for Finance and Administration, the Director of Facilities Management, representatives from each division across the University, elected faculty, staff and student representatives, an alumnus/a and an outside architect. Its purpose is:

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- To review at least annually the current Master Plan of the University with the official Campus Planner and formulate updated plans based upon the changing reality of faculty, staff, and student needs and the resulting demands for additional office, parking, and recreation space.

- To relate facility usage and campus development to the priorities of academic planning.

- To plan for the most economical use of capital resources as they become available for physical improvements.

- To assure that the placement of facilities is aesthetically pleasing and functionally efficient.

- To review specific proposals for new facilities or major additions to or renovations of any of the University's facilities as proposed from time to time to the Chair of the Campus Planning Committee.

- To serve as individuals on such subcommittees as are appointed by the Chair for planning specific improvements.

In addition, these University representatives and others regularly participate in community planning activities, providing input and assistance to those efforts and utilizing the process to coordinate with institutional planning/master planning efforts. Recent examples include the following community planning and development efforts: Destination Midtown, North Downtown: Omaha's New Urban Neighborhood and the North Omaha Development initiative.

It should be noted that at this time, Creighton University is years ahead of the timetable established in 2003. Consequently, we are in the process of updating the Master Plan. Dan Burkey, Vice President for Administration and Finance, is leading this effort. As matters continue to develop, periodic updates will be made available to the University community and its opinions solicited. At the same time, the University is reviewing the many options available for faculty and staff relocation given the opportunities provided by the new living learning center, the newly purchased O'Keefe Building, and acquisition of the Douglas County Building.

C. Human Resources

1. 2006 Instructional Faculty

Creighton University employs a diverse body of committed faculty and staff, whose demographics are represented in the graphs below. Of its full-time faculty, 262 of 452 men (58%) are tenured, while 100 of 265 women (38%) are tenured. Furthermore, 114 of 262 tenured male professors have achieved the rank of full professor (44%) while only 17 of 100 (17%) tenured women have achieved that rank. (The charts below do not reflect the number of administrators, male or female, with tenured rank.)

Of the associate professors, 150 are male and 75 are female. Again, analyzing the male associate professors, 120 of 150 are tenured (80%), but 64 of 75 female associate professors are also tenured (85%). Finally, among the assistant professors, 28 of 146 male assistants are tenured (19%) while 19 of 139 female assistant professors are

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tenured (14%). Sixty of those women occupy tenure-track positions. Of the remaining 60 women who do not hold tenure-track positions, 15 occupy positions in the School of Nursing, 16 occupy positions in the School of Pharmacy and Health Professions, and 19 are faculty in the School of Medicine.

Fall 2006	Full-time Faculty		Part-time Faculty		Total Number of Faculty			% Faculty with Terminal Degree	
	Men	Women	Men	Women	Men	Women	Total	Full-time	Part-time
Arts & Sciences	132	79	37	48	170	127	296	88.2%	36.5%
Business	24	7	13	2	37	9	46	93.5%	33.3%
Nursing	0	42	0	7	0	49	49	26.2%	0.0%
Pharmacy/Healgth Professions	34	48	2	3	36	51	87	89.0%	100.0%
Medicine	203	70	17	11	220	81	301	96.0%	93.0%
Dentistry	39	12	30	11	69	23	92	96.1%	97.6%
Law	18	6	4	4	22	10	32	100.0%	100.0%
Total	450	264	103	86	553	350	903	88.0%	58.7%

Fall 2006	Rank	Full-time Faculty Tenured		Full-time Faculty on Tenure Track		Full-time Faculty Not Eligible for Tenure	
		Men	Women	Men	Women	Men	Women
Arts & Sciences	Professor	35	6	0	1	0	0
	Associate Professor	41	32	4	1	0	0
	Assistant Professor	10	3	23	20	8	6
	Instructor	0	0	3	2	7	8
	Lecturer	0	0	0	0	1	0
	Total	86	41	30	24	16	14
Business	Professor	8	0	0	0	0	0
	Associate Professor	10	5	2	0	0	0
	Assistant Professor	1	0	3	2	0	0
	Total	19	5	5	2	0	0
Nursing	Associate Professor	0	1	0	4	0	0
	Assistant Professor	0	8	0	9	0	15
	Instructor	0	0	0	2	0	3
	Total	0	9	0	15	0	18
Pharmacy/Health Professions	Professor	6	0	0	0	0	0
	Associate Professor	13	11	2	1	3	2
	Assistant Professor	0	1	7	11	3	16
	Instructor	0	0	0	0	0	6
	Total	19	12	9	12	6	24
Medicine	Professor	44	7	9	0	1	0
	Associate Professor	42	8	5	2	9	1
	Assistant Professor	17	7	43	14	29	19
	Instructor	0	1	3	4	1	7
	Total	103	23	60	20	40	27
Dentistry	Professor	7	0	0	0	2	0
	Associate Professor	14	6	3	0	2	0
	Assistant Professor	0	0	7	3	4	3
	Total	21	6	10	3	8	3
Law	Professor	14	3	1	0	1	0
	Associate Professor	0	1	0	0	0	0
	Assistant Professor	0	0	2	0	0	2
	Total	14	4	3	0	1	2

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2. Staff

Creighton University employs exceptional and diverse staff, whose numbers generally are sufficient to fulfill its mission. Those numbers are as follows.

Staffing Totals by Area	Female		Male		Total
	Full Time	Part Time	Full Time	Part Time	
Office of General Counsel	7	0	0	1	8
President	10	2	4		16
Vice President for Academic Affairs	158	14	9	1	232
Vice President for Administration & Finance	131	13	141	8	293
Vice President for Health Sciences	828	84	201	11	1,124
Vice President for Information Technology	26	3	49	0	78
Vice President for Student Services	62	4	53	6	125
Vice President for University Ministry	16	0	13	2	31
Vice President for University Relations	50	3	19	0	72
Total	**1,288**	**123**	**539**	**29**	**1,979**

Staffing Totals by IPEDS Category	Female		Male		Total
	Full Time	Part Time	Full Time	Part Time	
Clerical & Secretarial	372	39	26	2	39
Executive, Administrative & Managerial	101	4	96	1	202
Other Professionals	350	22	206	11	89
Service Maintenance	58	5	72	7	142
Skilled Crafts	0	0	10	0	10
Technical & Paraprofessionals	407	53	129	8	597
Total	**1,288**	**123**	**539**	**29**	**1,979**

To improve faculty and staff effectiveness, Human Resources is streamlining many processes, services, and benefits, primarily through web-based tools. Examples of those tools include electronic benefit enrollment, employee health care benefit tools and information resources, employee assistance programs, employment opportunities within the University, and electronic policies, procedures, and forms. By developing and implementing these effectiveness tools, our faculty and staff can devote more time and effort attending to their day-to-day work.

The University established a formal Employee Relations function in 2003 to help foster a positive work environment. Among other things, the administrator serves as a resource to employees in resolving questions or concerns regarding a variety of workplace issues, including the fair and consistent application of University policies. The person holding this position is also responsible for identifying training and other programs to enhance the work environment. The administrator reports directly to the Vice President for Administration and Finance to ensure access to the President's Cabinet.

Creighton University also utilizes several mechanisms to enhance effective utilization of its human resources. The University's employee tuition remission program facilitates employee access to educational programs that enhance academic preparation for the employees' various job responsibilities and improve their advancement opportunities. During the 2005-2006 academic year, 357 employees took advantage of this program at a cost of $700,000 to the University. The University also provides offerings in workplace training through its Employee Development series and through its Foundations of Effective Supervision program. The University is currently engaged in the process of evaluating its employee performance management process. The goals of this effort are to identify ways to streamline the process by making it web-based, and create linkages between an employee's work and evaluation criteria and the university's mission, strategic goals, and objectives.

In 2005, the University participated in the *Best Places to Work* survey as a means of obtaining feedback from employees about workplace satisfaction. The survey was used to identify opportunities for improvement in order to enhance work-place satisfaction. This effort was implemented to address the strategic goal of becoming an employer of choice. The survey results have been used to plan and enact several initiatives related to compensation, performance evaluation, benefits, employee recognition, and training and development. Key among these is the creation of the Performance Management Working Group whose task it is to propose a new staff performance evaluation system that is more closely tied to work outcomes and organizational goals than is the current system. In 2006, the Creighton Health Plan was significantly revised to more adequately address the specific needs of individual employees as well as providing additional financial support by the University to the overall premium structure. The University is also working with an external consultant to conduct a market-based staff compensation analysis. The University issues periodic updates regarding progress on these initiatives and intends to repeat participation in the formal survey on a biennial basis in order to evaluate progress. An employee exit interview process also has been implemented to assist in the workplace evaluation process.

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The University's workforce has experienced an increase in non-English speaking minorities, primarily among the Spanish-speaking populations. In an effort to facilitate more effective communication in the workplace and assist in their transition to the United States, the University offers IELI (Intensive English Language) classes for those employees and further assists with GED classes for those employees who wish to further their education. However, the University does not yet offer Spanish as a Second Language training to its faculty and staff. This lack of training places the burden for bridging the language gap on our non-English speaking employees.

Creighton has an aging population of staff members. Twenty percent of the current workforce has more than fifteen years of service and at least 26% are within ten years of retirement. Many of these people hold key managerial roles in the organization. Succession planning and managerial development programs will be required to prepare selected staff for the transition into leadership roles.

Another issue for the University involves attracting and maintaining a quality workforce. The job market in Omaha is competitive, especially for health care

providers. Creighton has embarked on a compensation study to review benchmarked positions by local and regional markets. Results of the study will assist University management in addressing staff position openings and retention.

Core Component 2c: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

A. Student Learning Outcomes

Creighton University employs the assessment of student learning outcomes in order to ascertain the extent to which it is effective in helping students achieve stated learning outcomes at a programmatic level. Programs occur naturally at the major and degree levels, but may also include collections of courses such as minors.

The administration in all of the university's colleges and schools understands the process of assessing student learning to include: 1) setting program-level learning goals; 2) setting course-level and program-level learning objectives; 3) regularly collecting data from which to assess students' attainment of those goals and objectives; 4) analyzing the collected data in the appropriate manner; 5) using that analyzed data in a systematic fashion within established college/school structures, policies, and procedures; and 6) changing the curriculum and supporting teaching practices as warranted by the analyzed assessment data. Five of the university's nine colleges and schools (School of Dentistry, School of Law, School of Medicine, School of Nursing, and the School of Pharmacy and Health Professions) have completely integrated that six-step process into their day-to-day operations. One college (College of Business Administration) has identified goals and objectives, and is in the process of building the systems needed through which to collect, analyze, and use assessment data for feedback purposes. That college is in step with the timeline for building an assessment process warranted by its accrediting body (the Association to Advance Collegiate Schools of Business).

The remaining three colleges (College of Arts and Sciences, University College and the Graduate School) use an inter-related assessment scheme to some extent. Both University College and the Graduate School are dependent upon the colleges (and departments) that house the programs they administer. To the extent that those colleges or departments have implemented complete assessment practices, University College and the Graduate School will demonstrate complete assessment accordingly. When departments do not have assessment practices in place, University College and the Graduate School remain without them as well, since neither has the authority or power otherwise to force a department to employ assessment practices.

Some departments within the College of Arts and Sciences practice the entire cycle of assessment from goal-setting through curriculum change. The remaining departments are situated at varying stages of the assessment cycle. The College currently is in the process of developing academic minors and will create and implement a multi-year process through which the assessment of those minors can be accomplished. The College does have college-level learning outcomes. In the Fall of 2006, the College's Assessment Board proposed a plan for assessing those outcomes. That plan is under review by the Dean of the College.

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B. Evaluating Other Institutional Outcomes

Beyond student learning outcomes, every college and school employs some method of evaluating teaching effectiveness, often from multiple sources of data. Within the professional schools, it is more likely that some aspect of student learning outcomes (e.g., results of participation and performance on Board or Bar exams) is part of that evaluative process. This use of student learning outcome data as evidence of teaching effectiveness is less common with the remaining colleges and schools. However, an increasing number of departments within the College of Arts and Sciences are designing and piloting ways in which to gather and use evidence of student learning outcomes as part of their teacher evaluation process, maintaining student confidentiality and anonymity in the process.

The School of Medicine also has developed and employs a computerized database through which to track faculty members' clinical, scholarly, instructional, and service-related outputs. That school uses a "data management" system in which all activities performed by any faculty or staff member are expected to relate to the mission of the school and/or the university. Budget support for those activities is allocated accordingly. No other school or college tracks its faculty and staff members' outputs in that manner or to that extent.

The Division of Academic Affairs is in the final phase of developing a computerized database through which to track its faculty members' scholarly, instructional, and service-related outputs. The design of this database is based on that used in the School of Medicine, but the Division of Academic Affairs does not use "mission-based management." Thus, relating work efforts and outputs to budgetary support (beyond salary and overhead) will not be possible using this system.

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Information technology (IT) support staff are aware of the future need for the remaining colleges and schools (i.e., Dentistry, Nursing, and Pharmacy & Health Professions) to have some form of computerized faculty database. Institutional Research is working in conjunction with that IT support to facilitate the growth and use of those databases as needed and appropriate. There are no widely known and used database systems to track the workplace outputs of staff members who do not also maintain responsibility for instruction or curriculum delivery.

Some units outside the instructional areas, such as the Reinert Alumni Memorial Library (RAL) within the Division of Academic Affairs, also employ evaluation techniques to measure their overall mission effectiveness. Though these evaluation measures are not directed at student learning, they are nonetheless important to the University's understanding of how well it meets the needs of its constituents.

For example, the Reinert Library's Reference Department has conducted four surveys over the last decade to solicit user comments on the services offered, resources available, staff quality, and physical facility. The results are generally positive regarding the "helpful staff" but somewhat negative regarding facilities. Based on these surveys, improvements have been made to respond to the contemporary student's use of the library, both physically and virtually.

In Spring 2006, the Reinert Library, in combination with fifteen other Jesuit colleges and universities, participated in the LibQual Library Survey, to gauge

how well it was meeting the perceived needs of users. Results demonstrated that while the Library is doing a satisfactory job overall, there are particular areas of weakness in some collection areas, such a criminal justice. Even though faculty realize that Creighton is not a predominant research institution, there are some who desire doctoral levels of collection development. Given the constraints of budget, staff, and space, library administrators strive to meet their requests. As a result, faculty regularly commend our InterLibrary Loan assistant for her outstanding level of service. The Library has other anecdotal evidence from faculty members who value the library and the instruction offered by the librarians as well.

Likewise, a survey of Health Sciences faculty, staff, and students was conducted in the Health Science Library/Learning Resource Center (HSL/LRC) by mail, in person, and by focus groups during the Fall of 2005. The survey was designed to elicit quantitative and qualitative results. In this survey, 67.5% of respondents indicated that the journal collection was adequate, and 78% of respondents indicated they were able to obtain the majority of their research materials through the library most or all of the time. One survey result causing some concern is the fact that 59% of respondents were not aware that formal training existed for resource use and only 46% of respondents felt prepared with sufficient skills to utilize resources without staff assistance. The library staff believes this is an indicator that more library education efforts need to be integrated into the curriculum. As a result of this survey the director undertook to educate health science department chairs and deans regarding this need. Those sessions resulted in invitations to library staff for the purpose of conducting Grand Rounds with several School of Medicine departments (e.g., Surgery, Neurology, Internal Medicine, etc.). In addition, an in-depth orientation session was offered to the School of Medicine component. The School of Nursing also has approached the library for assistance in teaching a nursing informatics class.

The HSL/LRC has worked diligently to develop and create a website that will provide electronic access to materials. Nearly 72% of respondents use the HSL/LRC web resources every week. Overall, 86% of survey respondents reported being satisfied with the services and resources provided by the HRL/LRC. Quantifiable data also seems to validate the observation that the HSL/LRC is doing an excellent job of meeting the information needs of its primary clients, who are the faculty, staff, and students of the Health Sciences. At the same time, it is adapting to significant trends in how scholarly information is collated and distributed.

Internally, and beyond learning outcomes assessment, units such as the College of Arts and Sciences have developed faculty performance review processes that are broadly accepted as fair by the faculty. In the College of Arts and Sciences, this review process directly informs the assignment of merit pay increases for the following year using the following forms:

Faculty Member Annual Report
Focus of Professional Effort and Self Assessment
Supplementary Report Outline
Department Chair's Feedback Form
Department chairs are also evaluated on their performance.

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For probationary faculty, annual performance reviews during their first three years culminate in a MidPoint Review, the focus of which centers on giving them clear guidance regarding their progress toward consideration for tenure (and usually also promotion to associate professor). A number of faculty in recent years have substantially adjusted their immediate goals as a result of their MidPoint reviews. Staff performance is evaluated using the rubric established by the Division of Human Resources.

In terms of its financial and budgetary performance and effectiveness, the University has adopted a series of periodic processes which provide evaluation and feedback:

Current Estimate of Year-End Operating Results. This report is prepared quarterly by all divisions. It demonstrates the expected relationship to budget of each school or college and Vice Presidential area by the end of the fiscal year. A consolidated report with variance explanations is developed and reviewed quarterly with the Board of Directors. The President, Vice Presidents and Deans receive copies as well.

Monthly Variance Report. This document depicts year-to-date variances from budget and the reasons for those variances. It is prepared centrally by the Budget Office in consultation with Finance Division personnel as needed. It is likewise distributed to the President, Vice Presidents and Deans.

Year-end Budget Performance Report. Likewise prepared annually at the close of the fiscal year, this report is designed to show the Budget Committee, Vice Presidents and Deans how their actual financial performance compared to budget. Explanations of significant variances are included as well. The report is used by the Budget Committee in applying the University's Budget Incentive Plan and assists in identifying areas that require attention.

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It should be noted that in 1998, the University participated in the National Association of College and University Business Officers (NACUBO) Benchmarking Program as a means to identify administrative divisions or areas which might operate with greater efficiency. The program provided a series of benchmark comparisons with other colleges and universities in many administrative areas. There was extensive work involved in preparing the data needed for NACUBO to compute the benchmarks.

Unfortunately, the results of the study were of limited value in relation to the effort expended. Finding a sufficient number of comparable institutions among those participating proved difficult, and follow-up in areas holding significant variance from benchmarks did not result in identifying greater efficiencies for use at Creighton. At best, the lack of any significant, unexplained, or unfavorable variances was an indication that our current operating structures and practices generally were not out of line with those of other participating institutions.

University administrators and the Investment Committee of its Board of Directors regularly monitor the performance of its endowment investments to ensure that results are sufficient to achieve objectives associated with total returns, protection of purchasing power, and growth. As a result of this monitoring process, Creighton contracted with an endowment consultant to assist in designing and implementing

a restructure of its portfolio in 2001. Subsequent to this restructuring, performance has improved significantly and has consistently surpassed corresponding benchmarks. The consultant meets with the University and its Investment Committee on a quarterly basis and prepares detailed evaluations of investment performance, measuring them against applicable benchmarks.

The University also actively monitors its debt structure and portfolio to evaluate debt capacity and identify opportunities to achieve savings. In conjunction with this activity, the Finance Division maintains regular contact with Moody's Investors Services, its rating agency, to ensure that sufficient consideration is afforded to the potential impact of proposed transactions on the University's debt rating.

In conjunction with significant campus expansion and development activities over the past several years, Creighton has utilized the low interest rate environment to issue tax-exempt debt with attractive terms. The use of debt financing for these projects has facilitated the investment of unrestricted funds in the pooled endowment, providing the opportunity to earn an incremental return and thus enhancing institutional wealth. Also, over this same period, the University has saved substantial sums by restructuring its debt as follows:

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- Replaced comparatively expensive letters of credit with more attractively priced bond insurance policies;

- Recalled variable rate debt and replaced with auction-rated securities;

- Reduced marketing fees and changed the standby bond purchase provider;

- Ceased using a sole source for debt issuance; the increased competition and use of the county government as the issuing authority where possible has significantly reduced issuance costs.

As noted earlier, the Budget Office also has prepared and annually updates a schedule which lists new capital and operating dollars approved by the University over the last three years and matches them to specific goals as identified in the strategic plan.

Core Component 2d: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

A. The University Generally

As noted earlier, the Budget Committee is comprised of individuals whose responsibility first and foremost is to ensure fulfillment of the University's educational mission. Approvals for new budget monies reflect those priorities and the institutional priorities identified in the Strategic Plan.

The approval process for the University's budgets and expenditures ensures that significant resource commitments are reviewed and approved by the highest levels of authority. Board of Directors approval is required for the annual operating and capital budgets and for individual transactions or projects involving expenditures of $500,000 or more.

The budgeting process involves internal and external constituents. University statutes established the "Financial Advisory Committee," consisting of representatives from among faculty, students, staff and alumni. The Committee meets at least quarterly with University financial staff. The Committee serves as a conduit for receiving information, suggestions, opinions and comments, offering direct input from these constituent groups into the annual budget process. The current process utilized by this committee is under review to enhance its effectiveness. The process is challenged by the lack of an effective mechanism to ensure that each group's representatives meet with their respective constituents to solicit input and return information.

As noted earlier, the University also utilizes a presidential committee, the Campus Planning Committee, to gather input from various campus constituencies and offer recommendations for campus planning and development. This committee includes appointed representatives from each division of the University as well as student organizations, faculty, staff and alumni. In addition, a local architect is appointed by the President as an advisor.

The University completed a new Campus Master Plan in 2003 to guide future campus planning and development activities. This extensive planning effort links strategic plan priorities, the assessment of existing conditions, future space needs, surrounding development activity and other issues. The process was led by a steering committee that included the President, a representative from the Board of Directors (who was also Chair of the Board Buildings and Grounds Committee), the Vice Presidents of Academic Affairs, Health Sciences, Administration and Finance, and Student Services, and the Director of Facilities Management.

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The Campus Planning Committee served as the primary working committee in the development of the plan. To broaden the Committee's perspective during the planning process, representatives from CUMC Hospital and the President's Community Advisory Board were added to the working group. In addition, presentations were made to neighborhood associations surrounding the campus to inform them about the plan and solicit their input. Meetings also were held with city planning and public works officials for coordination and feedback.

A primary goal of the award-winning Master Plan was to create a living document that established overall standards and design guidelines, yet would remain readily adapted to changing realities over time. The plan successfully guided the significant campus construction and development activity that has occurred since its completion and has served as a catalyst for several significant donations to accelerate its implementation.

The Administration and Finance Division also created an operational planning function in 2004 to assist with the Division's strategic and operational planning, as well as coordinating University-wide efforts associated with business continuity planning. The business continuity planning effort was initiated in 2003/04 with a risk analysis evaluation and was followed by a business impact analysis in 2005. The results of the business impact analysis will be utilized to guide development of specific recovery plans.

B. The Health Sciences Division

The Health Science Division and its schools were actively involved in the University-wide strategic planning process that created Project 125. The Project 125 plan was then used by each school as the basis for its own planning endeavors. Each school has formulated an internal process to develop its strategic plan, complete with tactics to accomplish the specific goals and objectives. Specifically-tasked individuals and committees also have worked to assign the responsibility for completing, reviewing and updating these plans on an annual basis. A key element of the criteria for acceptance of a plan is that it must respond to how the school's mission, goals and plan objectives are aligned with those of the overall University.

As the University has begun an annual process of reviewing the Project 125 plan, each school within the Health Sciences Division has contributed and participated in the review process. Each school must identify its accomplishments and achievements in relation to the plan, noting any recommendation for change. In addition, the schools consistently are asked to provide information to the University on any efforts the schools have made through their students, faculty or staff to contribute to the Creighton mission.

C. Alignment Exemplified

1. The College of Arts and Sciences

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The College as a whole works with an Alumni and Alumnae Advisory Board, which meets annually (recently changed from semi-annually) to hear reports from the Dean and other University and College administrators, to interact with faculty and students, and to offer advice about future directions that the College might take. Some academic units also work with their own consultative committees which often include constituencies beyond the University. For example:

- The Department of Social Work uses local professionals to advise about curriculum issues and to assist in program assessment.

- The Department of Education's MAGIS Program has an Advisory Board consisting of both lay and ordained members from the archdiocese and from local Catholic schools.

- The Department of Theology's Master of Arts in Ministry Program is currently administered in close consultation with the archdiocese.

- The Klutznick Chair in Jewish Civilization collaborates with the Jewish Community Center as well as the University of Nebraska's Harris Center to sponsor the annual Klutznick-Harris Symposium.

2. The School of Nursing

The School of Nursing (SON) strategic plan to operationalize the University strategies was approved in Fall semester 2002. The SON's strategic initiatives are listed below in corresponding order to the Creighton University Strategic Plan, Project 125. Progress in achieving these goals is addressed in the SON

Annual Report each spring and provided to the office of the Vice President for Health Sciences.

School of Nursing Strategic Initiatives Related to CU Strategic Plan, Project 125

Project 125 Goal - Enhance Creighton's National Identity and Focus its Dedication to Mission
School of Nursing Goal – Gain distinction for facilitating a lifelong learning environment that promotes critical thinking, service, and ethically based care to diverse populations across the lifespan.

Project 125 Goal - Nurture Creighton's Academic Excellence
School of Nursing Goal – Enhance the quality of faculty scholarship.

Project 125 Goal – Provide a Dynamic Environment for Creighton Students
School of Nursing Goal – Develop a teaching, learning and working environment that inspires and supports excellence and innovation.

Project 125 Goal - Create a Diverse Human Community of Students, Faculty and Staff at Creighton
School of Nursing Goal – Recruit and retain a diverse student population that embodies the mission of Creighton University. Engage key constituencies in participating in the mission of the School of Nursing.

Project 125 Goal - Ensure Overall Financial Stability for Creighton University and Its Schools and Colleges
School of Nursing Goal – Maximize the efficient use of resources and increase non-tuition funding.

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The *Faculty Handbook for Creighton University* includes a description of faculty duties and addresses the teaching, service, research/scholarship and practice expectations for promotion in rank or conferral of tenure. Specific expectations of SON faculty in each of these areas are articulated in the SON Performance Standards. The current standards were developed by SON faculty, were revised in 2003, and reviewed by the University Committee on Rank and Tenure in 2004. Faculty roles in teaching, scholarship, and service correlate with the mission, philosophy, and goals/objectives of the University and SON. Creighton's mission includes the statement that "Creighton exists for students and learning." This broad statement encompasses expectations that faculty not only transmit and interpret information which adds to students' knowledge base, but also engage in scholarly endeavors that contribute to the discovery of knowledge, the enhancement of teaching and the betterment of society. SON faculty receive support from the SON and the University to develop their capabilities in each faculty role component.

SON faculty and staff also are represented on University standing committees and Presidential committees. Additional opportunities to participate in university planning and governance are presented from time to time, and SON faculty willingly participate. All full-time undergraduate, graduate and professional students are voting members of the Creighton Student Union (CSU), which is charged with

presenting the opinions and wishes of students to the Creighton University President and Board of Directors. Representatives of the SON Student Senate provide student representation to the SON Faculty Organization. Resources, including budget, support staff, academic support services, and student services, are reviewed at least annually by the dean, associate deans, program chairs, and Office of the Vice President for Health Sciences. The SON evaluation plan also provides for an annual resource survey to be completed by all students and faculty. Reports of the survey results are shared with faculty and staff.

The SON's curricula are based on student learning outcomes reflecting the mission, philosophy, and goals of the programs. The SON's mission is to offer "value-centered educational programs that provide opportunities and guidance in order to insure that graduates will: a) develop their intellectual, spiritual and physical potential; b) master the knowledge and skills necessary to practice professional nursing; c) critically and creatively think and thoughtfully reflect on ethical and moral responsibilities; and d) develop new solutions to the problems of an increasingly complex world" (BSN Student Handbook, MS Student Handbook). Program objectives for both undergraduate and graduate nursing curricula also reflect standards and guidelines promulgated by professional nursing organizations for the preparation of nursing professionals.

Nursing alumni and employers constitute two important communities of interest for the SON. The practicing nurses on the SON Alumni Advisory Board relay information about practice realities in the current market place and communicate to their agencies information about curricular issues and changes in the SON. The administrative and course leaders meet with representatives of clinical agencies (e.g., annual principals' luncheon, quarterly meetings of SON course leaders with CU Medical Center nurse managers) on an on-going basis to discuss needs of the local health care community and the role that the SON might play in response to those needs. These meetings have resulted in expanded clinical opportunities for students, service partnerships, and scholarships. Regular meetings also are held with representatives from Hastings College and Mary Lanning Memorial Hospital to address the specific needs of the nursing program located in Hastings, Nebraska.

3. Reinert Alumni Memorial Library

The Reinert Alumni Memorial Library (RAL) presents its budget to the Academic Vice President each fall and she serves as an advocate for the Library in the budget hearings. The University has been supportive of RAL in appropriating a percentage to cover the inflation in library materials. Given the need for allocating resources across all new programs, RAL has assigned a significant portion of each year's budget increase for the purchase of new databases and electronic resources and kept other formats at relatively stable figures. The Library will continue this as more and more materials of all types are become available in digital formats. As noted above, the Library has been moving to enhanced digital delivery of information resources in response to user preferences. The gate count through the Library's turnstiles has been relatively stable, even with the growth in enrollment the last four years. However, the number of users accessing library resources through the Library's web site has grown substantially to almost 900,000 in FY 04/05.

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The Library continues to request an additional full-time reference librarian as the number of in-depth reference/research questions, as well as RAP and TAPS sessions continue to grow (300% last year). Given Creighton's selective enrollment standards and emphasis on individualized instruction, the Library may be understaffed.

The library's budget is also tied to strategic goals. As money becomes available in the budget new goals are realized. Justification of new money requests is a key component of the budget process. For example, HSL/LRC staff salaries were considerably below local, state, and regional averages. After demonstrating this statistical evidence, an increase in base salary budget was justified to support giving increases to librarians in the FY04/05. While budget is key to planning, the Library also has the flexibility to redirect its budget to meet immediate needs. For example, a product called "Web of Science" was requested by research faculty in the Health Sciences and in the basic Sciences area. The director of the HSL/LRC made a proposal to the Vice President for Health Science to obtain funds to purchase this rich resource. Subsequently, funds for purchase were awarded for three years, with complete funding for Year 1, two-thirds funding for Year 2, and one-third funding for Year 3. Beginning in Year 4 the HSL/LRC will have obtained funding to maintain this resource by repurposing existing budget, by making annual requests to the Budget Committee to support this initiative, and by partnering with RAL for partial support. The Library Advisory Committee is always consulted when major purchases are considered.

Strengths, Challenges, and Self-Recommendations

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The strengths and challenges presented below were derived from three sources: (1) feedback received from faculty and staff during the self-study process, (2) feedback received from our Town Hall Meetings, and (3) other discussions among faculty, staff, and administrators. Self-recommendations were generated from those same sources, but have been in process through our regular strategic planning processes as well.

Strengths

1. The University and its academic and non-academic units regularly engage in strategic planning, modifying their planning paradigms and processes to adapt to changes in their internal and external environments.

2. The strategic use of enrollment management over the past five years has resulted in an enhanced undergraduate academic profile, more stable enrollments, and an increased recruiting presence beyond our traditional markets.

3. The University's mission is the basis for our current *Willing to Lead* capital campaign. The campaign has been quite successful, exceeding revenue projections to date.

4. The University's budgeting process affords sufficient flexibility within the colleges, schools, and divisions to adopt budgetary principles that meet the needs of those units. This process also is sufficiently flexible to allow timely responses to unanticipated challenges within the University's units.

5. The University's Campus Master Plan is robust, regularly updated, and integrated with the plans of the city, adjacent neighborhoods, and the communities we serve.

6. The Campus continues to expand its footprint to support student and faculty needs in the long-term.

7. The growth in endowed chairs and professorships, as well as the overall growth in endowment funds, presage increasing success for Creighton's future.

Challenges

1. While the University has made significant progress in linking strategic planning, institutional research, and budgeting since 1997, more improvement is possible. Long-term planning beyond the Campus Master Plan will be used in conjunction with strategic planning. The use of institutional research data and evidence of student learning will be used more often in making strategic decisions, to the extent that such data and evidence are available. Further, the current process that links strategic planning and budgeting will be communicated more fully to all levels of the University's hierarchy.

2. There exist differences in perspective on the efficacy of the current operating budget incentive plan. All areas on campus see the plan as an improvement from past policies. Some areas see the plan as workable and robust, as long as allocated budget amounts are sufficient for ongoing operations. Other areas see a disincentive embedded in the plan, whereby it makes more sense to spend an entire budget allocation rather than retaining only 25% of unspent allocations.

3. The 2% reduction in operating budgets (2003-2004) was not returned to academic nor administrative areas in subsequent years of fiscal stability. Instead, new monies were returned to the operating budgets of individual units in the form of allocations for new budget requests. (These held the potential to become permanent or annual budget enhancements, depending upon the request). With respect to the colleges and schools, this has worked only insofar as sufficient revenue surplus was available to accommodate the requests. Since monies are not sufficient for all requests, however, this practice has sometimes acted to curtail flexibility within operating budgets. The University is working on a new financial model that will accommodate growing enrollments and program strengths in the individual colleges and schools.

4. While institutional research support is sufficient in some units of the University, the University's institutional research function must be enhanced to provide the analytical support needed to fashion a data-driven paradigm.

5. There is an unbalanced perception about the seamless operation of the University. The lower the level at which people are situated within the University's hierarchy, the more likely they are to perceive significant silos within the University. This perception does exist somewhat among faculty and staff at higher levels of the University but is not shared at the highest

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levels. Whether this perception is an internal communication problem, a structural problem, a work process problem, or some combination of those factors is unknown.

6. The University's long-term plan for distance education and other forms of technology-mediated learning are not clear to faculty and staff.

7. The University must remain focused on the issue of deferred maintenance, including its attention to the replacement and renewal of technological infrastructure.

Self-Recommendations

1. The University will increase the extent to which it is data-driven, specifically in its efforts to use evidence of student learning to drive the planning and budgeting processes. The strategic plan and the budgeting process will be more fully integrated. To be successful, this integration is dependent on increasing support for the institutional research function in terms of its ability to analyze existing data.

2. The University will continue its efforts to attract and retain talented faculty and staff. Efforts to provide adequate workplace training, improve the staff performance evaluation system, and increase the number of undergraduate faculty to maintain our faculty-student ratio will continue. An important part of the University's retention efforts will involve the dedicated allocation of internal funding for on-going faculty scholarship across all units on campus.

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3. Internal communication practices, structures, and processes will be modified as warranted to address the unbalanced perception of silos within the University.

4. The University will determine a long-term plan for its distance education and technology-mediated learning programs.

Creighton UNIVERSITY

CHAPTER 8

CRITERION 3
STUDENT LEARNING and EFFECTIVE TEACHING

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Criterion Three: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Previous chapters of this Self-Study Report have demonstrated that Creighton University aligns its structures, processes, programs and resources to fulfill the various aspects of its mission. This chapter focuses on Creighton's educational mission, by which it commits itself to student learning and effective teaching in the context of the Jesuit intellectual tradition.

Core Component 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

As noted earlier, Creighton University offers a combination of undergraduate and professional programs, each of which articulates learning outcomes for a particular cohort of students. In that regard, each of the Creighton colleges and schools has committees or other structures in place to track assessment practices, communicate the status of assessment to the respective Dean, assist in the implementation of appropriate assessment techniques, and (in the case of those schools that have specialty accreditation), attend to the assessment requirements of the specialty accrediting commissions. The School of Pharmacy and Health Professions has one Associate Dean dedicated to assessment and faculty development. The College of Arts and Sciences has used a combination of Faculty Senate assessment committees and an Assessment Board (appointed by the Dean) to focus on assessing college-level learning outcomes. Faculty across the university also avail themselves of staff in the Office for Academic Excellence and Assessment (AEA) or members of the University Assessment Committee.

Essentially, Creighton University has a bifurcated history of assessment, depending upon the presence or absence of specialty accreditation. Those professional schools and other academic programs which are accredited (i.e., School of Medicine, School of Nursing, School of Dentistry, School of Pharmacy and Health Professions (Pharmacy, Occupational Therapy, and Physical Therapy, and Emergency Medical Services programs), School of Law, College of Business Administration, Department of Education, Exercise Science and Athletic Training Department, and Department of Social Work) have an established history of articulated learning goals supported by assessment data which has been collected, analyzed, discussed and then used to implement programmatic and curricular changes. Within the College of Arts and Sciences, however, many departments engage in assessing student learning but often do not recognize the significance of their efforts; thus, the communication of assessment data among departmental faculty is not uniformly present.

Over the two-year period from 2004-2005, the University Assessment Committee has worked to change the focus from "planning" assessment to "doing" assessment. Committee members worked with the Deans to help faculty focus on the entire assessment cycle of declaring learning goals, identifying the underlying objectives to be measured, describing the data that will be collected, describing assessment rubrics and other analytical tools that will be used, engaging in discussion of assessment results as a means of programmatic feedback, and enacting programmatic and/or curricular changes, as warranted

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by the assessment results. As faculty understand and take hold of this focus on "doing assessment" (in addition to planning assessment), it is evident that there is need for a system through which assessment practices are reported annually by all programs in which students learn, and through which assessment feedback and assistance can be provided to faculty and staff within the various programs. When it is fully configured, this system also will create mechanisms through which faculty and programs can learn from each other, in addition to gaining feedback from a panel of experts.

A. The University Generally.

In his 2004 Convocation Address, President Schlegel articulated five learning outcomes for Creighton students:

- Competent within their discipline and/or professionally proficient, aided by a liberal education and a global perspective;

- Ethically competent and values centered;

- Disposed towards service and an engaged civic responsibility;

- Able to communicate -- verbally, technically and in writing; and

- Disposed towards life-long learning.

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While there is general acceptance of those learning outcomes across campus, and they are repeated each year by the Academic Vice President during Summer Preview sessions with matriculating students and their parents, they have not been ratified by the faculty within or across the colleges and schools. In the summer of 2005, a subset of the University Assessment Committee participated in an HLC-sponsored assessment workshop to determine how to build assessment systems and structures for these university-level learning outcomes. This effort must continue so that university-level assessment will be firmly in place. Furthermore, faculty have come to realize what student support staff have long known: that student learning occurs outside of the classroom and through co-curricular programs as effectively as it occurs in the classrooms and laboratories. Staff in our libraries, Division of Student Services, and the Center for Service and Justice are particularly interested in partnering with faculty to assess the effects of their efforts and programs on student achievement of academic, college-level, and university-level learning outcomes. At present, the University has no mechanism through which this partnering can take place, but we believe we can structure such a mechanism.

In this regard, Creighton University's work in the HLC Assessment Academy signals a maturation of commitment and assessment practice at Creighton, since all programs on campus are now assessing student learning at some level. Academic programs housed in units that are accredited by specialty accreditation commissions have satisfied the accrediting standards of those commissions. Yet those programs have not ceased their efforts at that level. (In fact, the School of Pharmacy and Health Professions is leading a new focus on the assessment of Ignatian values and professional dispositions, as noted below.)

As directed by the University Assessment Committee, Creighton's initiative with the HLC Academy of Assessment will involve all campus units that influence student learning. The four areas of focused attention include:

1. Assessing Ignatian values and professional dispositions learned by our students.

2. Developing and implementing a system for peer review of assessment.

3. Assessing university-level learning outcomes.

4. Bridging co-curricular and curricular learning assessment.

Each of those four areas represents an area of weakness in our assessment practices. Embedding Ignatian values into the learning process is an integral part of many of our academic and co-curricular programs, yet there is no agreed list of Ignatian values (or even a defined set of values) from which to choose for inclusion or assessment. Students in our professional health programs and professionally-oriented undergraduate programs, such as Education, Social Work, and Journalism, are expected to learn how the behaviors, paradigms, and dispositions expected of them will affect their lives as professionals in their chosen fields. To that end, special efforts to assess values and professional dispositions are in place in the School of Pharmacy and Health Professions and our Department of Education. Other units are interested in developing this area of assessment, but need assistance.

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Beyond our participation in the Assessment Academy, Creighton University was selected as a participant in the CASTL Leadership Program in the Scholarship Supporting the Cognitive-Affective Relationship in Teaching and Learning cluster, led by Oxford College of Emory University. The leadership team within Creighton is led by the Director of our Center for Health Policy and Ethics, with the remainder comprised of the Dean of the Graduate School, the Director of the Office of Academic Excellence and Assessment, and faculty and staff from the School of Pharmacy and Health Professions and the School of Medicine. Though conceptualized separately from our plan for the Assessment Academy, our work in this CASTL Leadership program will become integrated with the Assessment Academy work.

B. Particular Schools and Colleges

1. Arts and Sciences and the Core Curriculum

In terms of a core curriculum (general education requirements) for undergraduate students, the Creighton College of Arts and Sciences (CCAS) offers the most comprehensive measurable plan that defines the learning outcomes of a Jesuit education. In 2003, the Creighton College of Arts and Sciences adopted a set of six College-wide Learning Outcomes (derived directly from the University and College Mission Statements). Published in the *Undergraduate Bulletin* beginning with the 2005-2006 CU Bulletin, Undergraduate Issue, CCAS publicly declared six learning outcomes "that all students graduating from the College will have learned" (2006, p. 100; 2005, p. 98). These were publicly announced to parents and freshmen during Summer Preview and Welcome Week programs as well. These outcomes were intended to articulate in

measurable ways the most critical elements of the distinctive education that the College offers its students. A Faculty Senate Committee then was charged with recommending and implementing means by which the College might acquire, analyze and share with all constituencies the evidence of its students' success in achieving the six outcomes. The preliminary work of that committee has been expanded during this academic year by a Dean-appointed College Assessment Board, resulting in a workable assessment plan for the six outcomes. The College also required that each academic major develop a similar set of learning outcomes for students completing that particular major. (Initial submissions affecting the majors were received from academic departments in spring 2004).

a. CCAS – Assessment of Learning Outcomes

The Honors curriculum, launched in fall 2005, makes particularly critical use of the College's six learning outcomes. The curriculum releases students from many of the constraints of the Core Curriculum. Honors students also can petition to have course prerequisites waived. In return, however, they receive direct instruction in the learning outcomes and are held personally responsible (with the assistance of their advisors) for achieving those outcomes at the highest level. These students will be developing portfolios to document their own progress toward fulfilling each outcome. Special binders have been created to help them in this process, and faculty members were trained in spring 2006 to advise students effectively as they begin collecting materials for their individual portfolios. Furthermore, all proposals for new programs of study submitted to the College for approval must specify both learning outcomes and the means by which achievement of those outcomes will be measured.

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Several "success stories" demonstrate the commitment of many faculty members the application of existing assessment data in driving institutional change:

1. In 2003, a study of "Links," a selective freshman program that placed students together in specific sections of key freshman courses, led to the conclusion that the program was not achieving its clearly-enunciated goal of improving student learning and supporting the socialization of freshmen on campus. The program was therefore discontinued.

2. The Department of Social Work believed it was effectively teaching mastery of group facilitation skills in its courses. This component figured in a number of course syllabi and faculty were certain that they were addressing it comprehensively. A 2002 survey of graduates serving as social work professionals, however, resulted in the clear indication of a deficiency in such skills in the field. The Department has made a curricular adjustment to attempt a remedy and will follow up with additional assessment at the appropriate time.

3. The Theology Department assessed the skills of majors in that Department and determined that seniors did not demonstrate an understanding of Christology at the level the Department had anticipated. An additional curricular requirement therefore was introduced to address that need.

4. The Department of Physics introduced "workshop physics," an innovative pedagogy that integrated lecture with laboratory work, into some but not

all sections of an introductory physics course. Student satisfaction scores plummeted, yet assessment data demonstrated that students' knowledge and skills in the key areas addressed by the course exceeded those of students who had enrolled in sections that relied on traditional pedagogy. (Unrelated factors have since led the Department to relinquish at least temporarily its workshop physics sections.)

5. The Department of Psychology agreed to accept Supplemental Instruction (SI) tutors into certain sections of the introductory course in psychology. Collection of assessment data is currently underway, but preliminary indications are that SI has not yet significantly improved learning outcomes for students in those sections.

Meanwhile, the Faculty Senate of the College of Arts and Sciences has expanded on the original initiative, noted above, devising a multi-year effort to create and enact assessment of its college-level learning outcomes. Some of those assessment practices are in place for this academic year, with the rest scheduled to begin over the next two academic years. Since our last accreditation site visit, programs within the college have made considerable progress moving from articulating assessment plans to conducting assessments of student learning. Progress in documenting those assessment practices has lagged the actual practice of assessment, though considerable attention and effort have focused on that lack of documentation over the past year.

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All in all, this college presents an interesting study in a culture of assessment. When the new Director of the Office for Academic Excellence and Assessment came to campus in 2003, he found documented assessment plans for academic majors but little evidence of assessment in practice. In talking with department chairs, program directors, and faculty, it became clear that much assessment was being done, but that documentation of that assessment was lacking as not required by the college administration. The Dean of the college at that time directed his faculty that it was more important to improve the practice of assessment than to improve the documentation of assessment (at the risk of not improving the practice of assessment). This strategy produced results over several years as the practice of assessment improved in quantity and quality. The current administration of the college has taken advantage of this improvement by focusing attention on assessment documentation. This sequenced approach to improving assessment is creating an unintended, yet beneficial consequence in the college: faculty are beginning to understand the power held by assessment results in helping college and university administrators manage the university in a strategic fashion. The faculty are beginning to see how the data that comes from assessing student learning can inform planning and budgeting across many areas of the university -- not simply the academic programs. This maturation of faculty with respect to assessment of student learning is a very positive signal that assessment within the College of Arts and Sciences will continue to improve, and likely at an increasing rate.

One area that requires additional attention within the college is the assessment of academic minors and interdisciplinary programs. When co-majors were replaced with academic minors in 2004, programs which proposed minors were required to articulate how the learning goals associated with the minors would

be assessed. Because of structural issues affecting many courses within the minors, those assessment plans were found to be problematic and, in some cases, unworkable. Rather than delay the implementation of academic minors, the Dean of the College decided to push the resolution of that problem into the future as part of his sequential plan for improving assessment strategy. As the College successfully works on assessing its learning outcomes, the faculty will be freed to begin resolving assessment issues affecting academic minors later this academic year.

Another area that requires additional specific attention is the Core Curriculum itself. To address this issue, the College must determine and articulate specific learning goals for the Core and identify the contribution of the Core Curriculum to the six CCAS learning outcomes. Next, the College must in some fashion formally gather information from students to determine their perceptions of the strengths and weaknesses of the Core and its contribution to their personal learning goals. After that, the College must begin assessing the Core relative to the established learning goals. Finally, based on assessment results, the College must realign the Core to serve the learning goals as they are actually defined.

The first three of these steps will require a multi-year effort, but that effort can be accomplished with current resources. The disposition of the final step carries a potential for serious disruption in the College if the assessment results demonstrate a need to redistribute faculty lines in order to align the Core with the College learning outcomes. The determination of staffing levels in departments has been driven, in part, by the number of Core courses that each department must cover (and sometimes by the number of majors within a given department or discipline). Changes in the number or distribution of Core courses across departments will require the creation of additional faculty lines, for which resources have not been planned. Redistribution of faculty lines otherwise is generally accomplished through attrition, for which no formalized mechanism currently exists.

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b. CCAS Departmental Program Assessment and Review: Exemplars

     i. Department of Communication Studies

The Communications goal for the undergraduate curriculum, as developed by this Department, is that students will communicate effectively, clearly, and persuasively through appropriate mediums. In this regard, there are three auxiliary objectives as noted below:

A. Objective: Students' written work will successfully convey information that achieves the intended purpose of the communication effort.

    1. Students' written work will be grammatically correct, employ appropriate language, be clearly organized, and reflect the appropriate depth of thought given the intended purpose.

    2. Students' written work will appropriately use and document sources of information as support, and correctly use tables, figures, and other graphical means of conveying information.

B. Objective: Students will speak effectively, clearly, and persuasively
   in front of both large and small groups.

   1. Students will create oral presentations that are well organized
      and appropriately structured.

   2. Students will deliver oral presentations that communicate their
      specific purpose using proper pronunciation, grammar, vocal variety,
      and non-verbal behavior.

   3. Students will make persuasive and well supported extemporaneous
      arguments to justify a position.

   4. Students will demonstrate the ability to listen by correctly interpreting
      and responding to verbal and non-verbal communication cues.

C. Objective: Students will employ communication technologies to convey
   successfully their ideas and arguments.

   1. Students will use appropriate media to communicate ideas.

   2. Students will use presentation software to enhance oral communication.

   3. Students will use communication technology for group collaboration.

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In terms of the Critical and Creative Thinking goal in the undergraduate
program, it is the Department's expectation that students will think critically
and creatively about information, assumptions, and arguments, in order to
develop innovative solutions to business and societal problems. Objectives
for this goal include the following:

A. Students identify and locate relevant data and information for a given situation.

B. Students will think systematically and demonstrate the ability to:

   1. analyze and construct arguments;

   2. generate and appropriately deal with alternative points of view;

   3. articulate reasoning used in arguments, and

   4. justify proposed actions.

C. Students will demonstrate flexibility of thought and can think on their feet,
   by exhibiting:

   1. dominance with regard to relevant knowledge;

   2. quick-minded facility with relevant knowledge;

   3. confidence;

D. Students will appropriately generalize about their own experiences and apply these insights in relevant contexts.

E. Students are able to generate and evaluate new ideas by demonstrating:

1. directed intellectual curiosity;

2. an ability to draw connections between concepts in order to develop new solutions;

3. an ability to employ appropriate methods to generate new ideas or solutions, such as brainstorming, qualitative interviewing or focus groups.

ii. Department of Education

The Education Department of Creighton University is one of seventeen higher education institutions in Nebraska that prepares teachers for P-12 educational settings. The programs offered by the Education Department are approved by the Nebraska Department of Education and accredited by the National Council for the Accreditation of Teacher Education and the North Central Association of Colleges and Secondary Schools.

The eighteen-member Department is comprised of four staff members and fourteen faculty. The majority of the faculty and staff have been hired since 1995, and that has provided the impetus for program review, revision, and change within the Department. These changes were first documented for NCATE and NDE in 1997. The Department currently has seven programs at the initial and advanced levels: initial - elementary education (major), secondary education (co-major), special education (endorsement), M.Ed. (secondary education); MAGIS – Mentoring Academic Gifts in Service (secondary education) and advanced – school administration, and school counseling. The unit also offers a post-baccalaureate certificate program for those interested in secondary education and an undergraduate/graduate endorsement in ESL.

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Each program within the unit has aligned its specific requirements to the conceptual framework, professional, state, and institutional standards. For example, the Elementary Education program has integrated INTASC (Interstate New Teacher Assessment and Support Consortium) standards into the curriculum of program activities and experiences while the Counselor Education program relies on CACREP (Council for the Accreditation of Counseling and Related Educational Programs) for alignment of professional standards.

As noted in the NCATE-IR Report filed in April of 2003, "the unit is implementing the first steps of its assessment system (Levels I and II). The unit and its professional community have developed internal performance assessments based on professional, state, and institutional standards. In addition, rubrics and criteria for scoring and tests for credibility are being initiated for Levels I and II of the Unit Assessment Plan." To date, the Education Department has implemented Levels I, II, and III of the Assessment Plan. Though it was anticipated that all four

levels would have been implemented by this date, a number of sabbaticals and changes in staff have impeded the anticipated timeline.

Activities completed regarding applicant qualification for initial program candidates include the evaluation of charisms, redesign of a recommendation form enhanced by the inclusion of a personal statement and a teaching videotape for admittance; defined rubrics for evaluation of teacher work samples; selection of portfolio artifacts; and the adoption of an electronic portfolio management system.

Activities completed regarding applicant qualification for advanced programs include the addition of a personal interview and statement (School Administration) for admittance, the development and implementation of rubrics for required field experiences prior to internships (Counselor Education), and a redesign of portfolio artifacts to more appropriately align with outcomes for the programs.

Data is collected regularly on each of these components in an effort to inform the program faculty regarding strengths and weaknesses of the program and candidate performance. The Assessment Plan of the Education Department seeks to be thorough, comprehensive, and systematic in its collection of data pertaining to applicant qualifications, candidate proficiencies, and competence of graduates, program effectiveness, and unit operations. Information is collected from candidates, faculty, on-site supervisors, employers, Advisory Committee members, and members of the Teacher Education Advisory Committee. Data collected on applicant qualifications and candidate proficiencies include: QPA, PPST scores, interview data (charisms), personal statements, recommendations, and the videotape and critiques. Additional data is collected from evaluation of student teaching, employer surveys, and follow-up studies to determine graduate competence. Course evaluations and reviews, program reviews, advisory meeting minutes, advisement, surveys on technology integration, and follow-up studies are used to determine program effectiveness and unit operations. The Creighton College of Arts and Sciences instituted formal external program reviews for each department in 2004. An initial self-study was completed, and the Dean responded to the self-study as well. The Education Department is scheduled for a formal external program review – other than the state of Nebraska and NCATE – in 2009.

Since 2003, the Education Department has added an ESL certificate program, revitalized its Special Education program, and offered a Master's degree in Special Populations. It has adopted an electronic portfolio management system to assist with assessment of candidates and the programs, and for the purposes of data collection. In addition, the Education Department has increased the integration of technology and Ignatian core values into its programs.

iii. Department of English – Creative Writing

Overall assessment for the major in English/CRW is a senior project created in an independent study course (formerly Eng 492 and now Eng 500). The senior project consists of thirty-five pages of the finest fiction and/or poetry the student can produce, drawing on the work he or she has done throughout their coursework in the major, but developing it further and refining it to a publishable level.

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The senior project also includes an introductory essay about the student's own history and development as a writer, with emphasis on the work at hand and the role of the CRW program.

iv. Department of History

The Department of History provides an environment that supports all learners and respects the diversity they bring. The Department assesses student learning at multiple levels – courses and department – utilizing both direct and indirect measures. Results of student assessment are available to the student, instructor, department and deans. History majors' portfolios focus on student learning and mastery of the skills required for academic success as a major. Students have access to the resources necessary for the major, such as libraries, faculty resources, and web-based materials.

In addition, qualified faculty are hired by the Department of History and are responsible to determine and develop appropriate curricular content and strategies. The department demonstrates an openness to innovative practices to enhance learning, and with the College of Arts and Sciences, encourages and provides opportunities for faculty development to improve knowledge of technological advances, to explore new pedagogies, and to participate in professional organizations relevant to the discipline of History. Faculty are involved in defining expected student learning outcomes and creating strategies to determine whether those outcomes are achieved. The department evaluates teaching through peer assessment of teaching portfolios, student evaluation, and annual reviews. Together, these assessment results inform improvements in curriculum, pedagogy, institutional resources, and student needs.

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v. Department of Political Science and International Relations

The Department of Political Science and International Relations has a "Mission Statement" established in the early 1990s, and revised once since then. Drawing from it, the Department has four learning goals for its majors. It measures its success in achieving these through a senior capstone research project (which requires mastery of the department's cognitive and skills goals to be successfully completed), a senior survey, and a senior exit interview. These explore further the cognitive goals as well as various normative outcomes. Each fall, the faculty meet to reflect on these measures, and plan actions to sustain and strengthen its achievement with respect to these goals. As a result of these reflections, department faculty have restructured the major tracks, added courses, developed new internship opportunities, modified existing courses, and changed requirements for the major. Indeed, the department's "core" sequence of three courses came directly from such conversations.

The department also emphasizes excellent teaching: in initial hiring, in mentoring and forming new colleagues, in annual reviews, through peer assessments of classroom performance and course portfolios, and in rank and tenure recommendations. Department success can be indicated by how many times department faculty have won the all-University teaching award (four -- the highest of any university department unit), as well as the number of times it has won the college dean's award (four). The latter is the highest percent of

FTEs of any department in CCAS. The Political Science curriculum is faculty driven, and covers most courses one would find at any comparable school. Faculty regularly attend both substantively and pedagogically-focused seminars and workshops. These include summer seminars sponsored by NEH, as well as numerous short workshops and courses sponsored by national and regional political science associations and specialty associations.

The department encourages student learning by utilizing appropriate technology wherever possible, stressing strong advising, ensuring that students have the tools and a conducive environment for learning, and offering ample opportunities to take their learning beyond the classroom. These include the social science data lab, departmental commitment to membership in the Inter-University Consortium for Political, Social and Economic Research (University of Michigan) and utilization of its data resources, departmental emphasis on teaching statistics and data analysis for all majors, an investment in the senior capstone course (a major, independent, empirical research paper), sponsorship of an annual poster to display student senior research projects for the college, participation in the Midwest Student Political Science Research Conference (the department has hosted it twice and send a faculty-led student delegation each year), support for local and Washington, D.C. internship programs, an informal brown-bag lecture-discussion series, and an open "Spillane Reading Room," stocked with scholarly journals and frequent snacks. Faculty regularly eat lunch and take coffee in the "SRR" to encourage informal contact with students. Departmental faculty use technologies such as Blackboard™ to stay in touch with students and followup on classroom activities. The department also leads the university "Model U.N." program, sponsors at least two delegations to its conferences each year, and has an active chapter of Pi Sigma Alpha, the national political science honorary society. One measure of student success in reaching departmental learning objectives is that in the last four years, Creighton seniors have either won (twice) or been the runner-up in the national student paper competition sponsored by Pi Sigma Alpha.

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vi. Department of Psychology

The Department's assessment plan specifies goals, objectives and measures that are consistent with its mission. The assessment of student learning is directly linked with goals and objectives in the areas of: (a) content, concept and principles, (b) methodological competence, (c) proficiency in key intellectual and social skills necessary in the discipline, and (d) development of a concern for ethical action in the discipline. Each goal is linked to an objective, and each objective is linked to a specific measure of student learning. Measures include checklists of student skills (e.g., mastery of APA writing style and present evidence of logical arguments derived from data in research projects), ratings by supervisors from off-campus placements, a nationally standardized exam in psychology (PACAT) taken by seniors that provides results in absolute terms and percentiles by subject area, reported satisfaction by recent graduates, content exams developed in-house and tailor-made for our students and course objectives, and student ratings of satisfaction with their learning and instructor. Finally, the departmental assessment plan provides for feedback on student learning, identifying strengths and weaknesses in terms of national norms and our own definition of success for the in-house comprehensive exams.

The department believes they have a wealth of information about student learning using a variety of assessment methods and utilize both norm referenced (PACAT) and criterion referenced (skills checklists) standards. Data sources also include faculty, current students, graduates, and internship supervisors.

2. College of Business Administration

The College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The AACSB accredits top-tier universities that offer doctoral, masters and baccalaureate level business management and accounting degrees. AACSB accreditation is widely regarded as the highest level of accreditation for business schools; only twenty-five percent (528) of U.S. business schools achieve AACSB accreditation. The AACSB's accreditation standards focus on excellence and continuous improvement. Additionally, Creighton's Accounting program is one of 168 institutions world-wide to receive AACSB separate accreditation for accounting programs.

Assessment within the College of Business Administration has garnered serious and focused attention since the year 2000, when a prior dean had established an Undergraduate Curriculum Task Force to review the undergraduate curriculum (exclusive of majors) and to recommend updates and changes for either the COBA core curriculum or to the general education requirements. Approximately ten different faculty members participated in the committee over the succeeding two years. A final proposal was produced and discussed at a specially convened faculty meeting on May 3, 2002, but the proposal did not pass following a faculty vote. Then, in May 2002, a second group was formed to continue work on the undergraduate curriculum over the following summer and to develop an agenda for a faculty retreat in August 2002 that would address issues that remained from the prior task force. This group labeled itself a "facilitation team" rather than a "task force." It sought to facilitate a broad review of the undergraduate business program and its assessment. Three themes had emerged for discussion which distinguished the approach of this facilitation team. First, the facilitation group relied on an analysis of assessment data to a much greater degree than the earlier task force. Program assessment had been implemented between 1992 (HERI data) and 1996 Educational Benchmarking Inc. (EBI) data. The facilitation group thus prepared a report based on analysis of assessment data that allowed for longitudinal comparison of the Creighton COBA to other business schools (EBI data) and to other divisions at Creighton (UCLA HERI data).

The team thus summarized the existing data regarding the College, noting that the process was one of "continual improvement." It emphasized that much learning occurs outside the formal curriculum, whose structure represents only part of the issue. Based on a careful analysis of the assessment data and comparison to what was occurring in other business schools, as noted above, the group concluded that the primary issues facing the undergraduate program related not to "what" (the specific courses) but to "how," "why," "when" and "who." The facilitation team thus focused five questions for further development and assessment by the faculty generally: (1) What do we want our students to know?; (2) Where and when do they learn it?; (3) How do we know if they learn it?; (4) How well is the overall program doing?; and (5) How can we improve the educational process?

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The facilitation team then made three recommendations to the COBA faculty. First, it recommended that specific goals be established for the undergraduate program and that these be defined so that they could be assessed on an annual basis. It also proposed a "key" by which the College could differentiate its programming (e.g., academic excellence, community focus, and ethics and social responsibility). Its second recommendation concerned the need to have some person responsible for ongoing assessment and monitoring trends within the College. The team suggested the appointment of a Director of Assessment within the College. It clarified that every year, as new information became available, updated graphs of the EBI survey data and the UCLA HERI data should be provided to the faculty so that it might continuously monitor and evaluate College performance relative to the themes and learning goals by which the College would distinguish its programming, as intended by AACSB accrediting guidelines. Its third and final recommendation was to establish an undergraduate program committee to continue the efforts.

Based on these recommendations, Dr. James Knudsen assumed leadership of these efforts and has continued their implementation. As the 2003 faculty assessment retreat report details, the College undertook to develop learning goals for each program; to begin a systematic reporting of information from existing data; to determine the requirements for AACSB reporting; and to begin determining the revisions and additions necessary to gather and report data. Conclusions derived from additional study during those years suggested that: (1) students were less satisfied with required business courses than major courses, and (2) a larger disparity existed between comparison schools and Creighton with regard to students who were enthusiastically satisfied and those who were not. As a result, assessment "brown bags" were instituted every two weeks to discuss measures to address perceived weaknesses. Development of these assessment efforts has continued through each year to the present. The successes of those discussions have resulted in the COBA assessment plans for core requirements. One indication of successful use of feedback to support change within the College is indicated by the EBI data for 2005 and worth noting. The Career Center (formerly an area with which students were dissatisfied) has fared extremely well under the direction of a new associate director who was hired to address placement concerns affecting students in the College of Business Administration. The effect of his enhanced plan for placement and career services is reflected in the 2005 Placement and Career Services Exit Survey report.

3. School of Law

The overall objective for the Creighton School of Law is to prepare students through the J.D. program to be effective and ethical lawyers, able to practice in any state of the United States. The School does this by integrating theoretical learning of the analytical underpinnings of the law with practical skills development to put those theoretical bases into action.

The School's goal is capable of assessment by measuring bar passage rates, career placement and student satisfaction. The School does this on a regular basis. For example, in response to three years of less-than-expected success on bar examinations, the School responded by broadening its core of required

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courses, instituting voluntary bar review courses taught by faculty, and by appointing a faculty member to work specifically with students who appeared to be at risk for bar failure. As a result, the School witnessed a double digit improvement in bar passage, and first-time passage is now near 85% -- a strong pass rate. Meanwhile, career placement figures have remained strong, with over 96% of Creighton law students placed within nine months of graduation.

Student satisfaction with the educational experience has been demonstrated to be consistently strong through a comprehensive survey. Satisfaction among five-year graduates is also strong as measured by a separate and distinct survey. Adjustments to the curriculum have been made with the input of these surveys.

In addition, the lawyer-librarians in the Klutznick Law Library commit a significant amount of time to classroom teaching every fall semester when they teach the required, two-credit hour, graded Legal Research (Law 117) course to all entering School of Law students. Teaching and learning occur both electronically and in-person, and in one-on-one legal reference sessions. Here, motivated students formulate research issues, consider problem-solving approaches, and develop research strategies with the assistance of a reference librarian. The goal is to help the requestor successfully accomplish his or her own legal research. Teaching a workable research strategy is nearly always preferable to supplying an answer to a research question.

Legal reference assistance is provided by law librarians at least fifty-eight hours per week. Statistical indicators supporting the success of teaching traditional and computer-based research skills include an annual alumni survey conducted in order to obtain responses from alums who graduated five years prior to being surveyed. Since law librarians are primarily responsible for teaching both traditional and computer-based research skills, very strong ratings in "How well did Creighton University School of Law prepare you in these areas?" reflect well on both the informal one-on-one reference session teaching as well as the formal Legal Research course instruction. Evidence measuring success is reported in the School of Law's Alumni Survey.

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4. School of Dentistry

The School of Dentistry's goals for student learning outcomes, termed competencies, are clearly stated and are distributed to current students, prospective students, faculty, and staff via the Bulletin for the School of Dentistry, the Clinic Manual, and a packet of academic information that accompanies the registration process. Included within this information is a definition of each competency, expressed in terms of educational outcomes, and the means by which measurement of attainment occurs.

The Faculty Performance Guidelines for the School of Dentistry include measurable criteria relative to effective teaching. Faculty members assess their performance against these criteria on an annual basis and this assessment is reviewed with them by their department chairs. The chair then shares this information with the Dean, who uses it as one of the factors in determining future compensation. The School of Dentistry also has an effective faculty development program that is designed to create and support excellence in teaching. External and internal resources are used in this process.

Considered holistically, the School of Dentistry creates effective teaching and learning environments in several ways. First among these is the acquisition of proper learning resources, including state-of-the-art classrooms and modern clinical facilities. Capital expenditures for the past several years attest to this fact. The environment is also improved by concerted efforts to emphasize our Catholic, Jesuit heritage. By articulating who we are and why we are here, in the context of a higher order, the Dental "effective teaching and learning environment" emphasizes justice, service to mankind, and the worth of every person.

Support for the fact that the School's outcomes are clearly articulated, that the School values and supports effective teaching, and that resources are dedicated to creating effective learning environments can be found among several internal and external indicators. These are tracked annually by the School of Dentistry's Strategic Planning and Assessment Committee, and the results for the past several years indicate that all School goals are being met. Probably most telling in that regard are the external assessments associated with National Boards and with regional licensure examinations. In these instances, our students' performance can be compared with that of students from other schools. For the most recent offering of Part I of the National Board, Creighton ranked twentieth out of the nation's fifty-five dental schools. The most recent results for Part II of the National Board placed our students seventh in the nation. Finally, the results of the regional licensure examination, in which Creighton students participate most frequently, demonstrate a 94% first-time pass rate. That figure for the region-at-large is 88%.

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5. School of Medicine

The School of Medicine program goals and objectives are clearly stated in the *Curriculum for the 21st Century*. This document also includes a detailed index of clinical skills and behaviors assessed in the curriculum and the location of assessment within the curriculum. The 2006 version was presented to the Educational Policy Committee (EPC) for approval on June 8, 2006. This document is updated annually and distributed to all faculty and students. All objectives are measurable and a matrix has been developed to map where these objectives are achieved within the curriculum. Course and clerkship objectives are aligned with and enhance the educational program objectives, adding considerable detail. The effectiveness of SOM methods is determined from internal and external assessment of student learning, occurring at all levels of the curriculum. Assessment measures include graded assignments, course examinations, national board examinations, and Objective Structured Clinical Exams (OSCE's). Additional evidence of the School of Medicine's goals for and assessment of student learning is available in Section II: Educational Program of the Self-Study Committee Report for the LCME Accreditation Survey.

6. School of Nursing

The School of Nursing (SON) has campuses in Omaha and Hastings, Nebraska and offers both undergraduate and graduate education. The undergraduate program is composed of three curricular tracks, all leading to the Bachelor of Science in Nursing (BSN). A program of graduate study is offered through the

Graduate School and leads to the Master of Science (MS) degree. The undergraduate and graduate programs in the SON are organized around a central mission statement, goals, philosophy and organizing framework. The program objectives clearly support the SON's mission, philosophy and organizing framework, and each articulates the expected outcomes for graduates. The most recent review of the mission, philosophy, goals and program objectives was conducted during the 2004-2005 academic year as a part of the SON's five-year curriculum review. The undergraduate program objectives address the learning outcomes required of an entry-level baccalaureate prepared nurse. These objectives, in turn, inform both the overall curricula and assessment of learning for both programs.

The SON's assessment of student learning is articulated in the Evaluation Plan. This document was extensively revised between 1997 and 1999. The final plan received approval by the faculty in March 2000. This plan includes the sources of input that influence decision making, the processes used to assess each component, the intended outcomes, and the agents responsible for collecting and reporting data. Standard IV.A of this plan (BSN Student Performance) specifically outlines the categories of learning assessment for the undergraduate nursing student. These categories (assessment of health status of client, professional communication, sensitivity to cultural diversity, health promotion, care management, critical thinking, research, delegation, computer technology, professional and personal development) are congruent with the School's philosophy and program objectives. The categories reflect the overall program objectives and identified learning outcomes derived from these objectives. The Evaluation Plan also delineates the outcomes for each category of assessment, the process of assessment undertaken by the School, the evidence required to assess learning, and the agent(s) who are responsible for this process. In addition, the SON evaluates the national licensure examination (NCLEX) pass rates, rates of employment, employer satisfaction and alumni satisfaction. Outcome measures include one and three-year follow-up surveys of Creighton SON graduates and their employers' satisfaction with their preparation and attainment of program goals. The goals and curricula of the MS program reflect the overall goals of the SON, the Graduate School and the University Mission Statement. The goals of the MS Program in Nursing and its student learning objectives are clearly stated and available to students in the MS (Nursing) Student Handbook. Primarily, this program prepares nurses for advanced practice as nurse practitioners or clinical specialists. Nurse practitioner and clinical nurse specialist certificates also may be earned by nurses with prior master's degrees in nursing who successfully complete the advanced practice core and specialty courses. An educator option is available to those who seek to combine their advanced practice with nursing education. Courses in nursing systems administration also are available.

The graduate curriculum builds on students' knowledge from prior completion of a baccalaureate nursing program. Faculty members teach and monitor progress toward outcomes of individual classes and clinical experiences. Ongoing assessments include exams, clinical journals, and supervision by faculty with input from qualified advanced practice nurses and physicians serving as preceptors. In addition, the program uses observations of students' decision-making in standardized patient examination cases, student class presentations, and other projects. Indirect outcome measures include one-year follow-up surveys of graduates and their employers' satisfaction with their preparation

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and attainment of program goals. Direct measures of program outcomes include advanced practice certification rates of graduates, and dissemination of a capstone project illustrating research utilization for the student's advanced practice role, with a plan for practice implementation and evaluation. Preceptor and faculty observations of clinical problem-solving in the final clinical practicum course also provide direct measures. These outcomes are reported to the program chair, associate dean for academic affairs, dean of nursing, and graduate curriculum committee. The graduate curriculum committee includes graduate nursing faculty and MS student representation. The committee discusses the feedback from direct outcome measures, student course and program evaluations, alumni and other relevant audience assessments, and external standards for curriculum development and improvement. The committee's proposals are then presented to the total nursing faculty for a vote. Major changes or program additions are reviewed by the graduate dean and the graduate board.

It should be noted that the national nursing education accrediting agencies have required a detailed evaluation plan with an emphasis on feedback of the results for program maintenance or improvement since the mid 1980s. Over the years, Creighton's School of Nursing has developed, implemented, and revised/updated comprehensive evaluation plans to address four key sections: mission and governance (consistency from the university to the program level), the curriculum and teaching-learning processes, student performance (process/formative and summative/outcomes assessments, including alumni and employer follow up surveys), and faculty accomplishments (teaching, practice, scholarship and service). Each section is organized on a grid to address the category of interest, the input into that category (who or what criteria provide authoritative guidelines or advice for the category), the process or procedure used to evaluate the components in the category, the outcomes and decision makers, and the agent responsible for reporting the evidence to the appropriate decision makers. The specific Evaluation Plan referred to above is a seventeen-page grid whose format and content is based on accreditation agency expectations, university policies and expectations, and the needs of the school, committee structure and administrators for information monitoring, problem-solving, and course or program improvement.

Activities to be completed at the program or school level include (among others): student admission, retention, and graduation data; exit surveys for all programs; student and peer evaluations of faculty teaching and clinical instruction; entry and exit testing of students' critical-thinking skills; pre-testing and predictive feedback to students preparatory to professional licensure exams; faculty achievements in teaching, practice, service and scholarship; alumni satisfaction at one and three years post graduation; graduates' employment and advanced education rates; employers' satisfaction ratings of one-year graduates; annual resource surveys completed by faculty and students, and evaluations of course leaders and administrators by the faculty. Reports of the admission and graduation data, licensure and certification pass rates, graduate exit surveys, alumni and employer surveys, and resource surveys are shared with program chairs and faculty. Annual data are summarized in tables to document trends and identify issues or potential problems. The Curriculum and/or Evaluation Committees may undertake additional activities to explore factors associated with those trends and make recommendations subject to voting by the entire faculty.

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At the course level, each course leader, in conjunction with the faculty members involved in teaching the course (and clinical component if applicable), completes an end-of-course summary form each time the course is taught. This summary addresses any external factors influencing a need for changes, student satisfaction input, student course achievements, practicum placement issues if applicable, problems encountered, and solutions implemented or proposed. This end-of-course summary is submitted to the program chair and Associate Dean for Academic Affairs. Substantive changes are referred to the appropriate (BSN or MS) Curriculum Committee.

The following constitute recent examples of how assessment and evaluation data is fed back into the system for course or program improvement.

- Declining enrollment in and increased external competition for the RN to BSN program led to exploration of strategies to reduce travel time while retaining program quality and active engagement of students and faculty. All classes in the program were already offered only on Thursdays because the majority of students were employed nurses. A new combination of alternating, in-depth, web-based or independent study activities with on-campus interactive, discussion and problem-based learning activities served to reduce travel time, increase meaningful interaction relevant to focused learning activities, and resulted in improved student satisfaction ratings. The enrollment decline reversed a year later.

- National trends refocused BSN curricula to include a larger share of community-based experiences. This led to multiple but shorter exposures to a variety of community health-related settings. Students initially complained that this resulted in more, but less meaningful, experiences. Many faculty, some of whom had previously been hospital-based, leveled similar criticisms. Students pointed out that faculty were inconsistent in their use of terminology and related expectations for assignments because the terms in use had different meanings in hospitals as opposed to community agencies and in public health work with vulnerable populations. A group of faculty volunteers performed a comprehensive literature search and survey of other BSN programs to identify commonalities and differences in terminology. They described the problem and developed a set of clear definitions and exemplars to promote consistency in language for faculty and students. This group also presented their work (an example of the scholarship of teaching) at a professional meeting and published the report in an issue of Nurse Educator, a refereed journal. An external grant was obtained to support "cross training" efforts between hospital and community-based faculty to better identify and use opportunities for collaboration and continuity of care in both settings. About this same time, the Douglas County Board severed support for VNA school nursing services, leaving many parochial and inner-city schools with unfunded needs for health screening and education. Faculty who served as volunteers in some of these parish schools suggested these as community-based care sites. The collaborative efforts of several community and pediatric nursing faculty members led to successful student learning activities for child and adolescent health assessments, a valued community service offered to these schools. Ultimately a contract was entered with the Omaha Archdiocese to serve the

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health assessment, screening, and health education needs of these schools on a continuing basis.

• Continuous attention is needed at times of high faculty change or turnover to assure consistency of content coverage in early, basic courses so that future, higher level courses can build upon (rather than duplicate) prior teaching and learning. The BSN Curriculum Committee engaged the faculty in a "content mapping" project to identify the scope and depth of coverage of various content topic areas in the individual courses. Currently, the committee is reviewing the content "mappings" to identify areas of redundancies or omissions for course group or faculty action.

7. *School of Pharmacy and Health Professions*

The School of Pharmacy and Health Professions' (SPAHP) school-wide and programmatic system of outcomes assessment fosters data-driven and continuous improvement of curricular structure, content, process, and learning outcomes. With input from students, administrators, practitioners, and state and national health-related regulatory boards, faculty have identified graduate (learner) outcomes for each health professions program (occupational therapy, physical therapy and pharmacy). These ability-based outcomes are published in the School's Bulletin, and can be viewed by prospective students on the Office of Admission website, and by current students on the program-specific websites as well as the SPAHP assessment website. Each discipline has adopted six goals related to professional practice abilities (specific to practice expectations and specialized accreditation standards) and six goals related to professional core abilities. In 2004, the SPAHP Assessment Committee developed this set of six common professional core abilities that represent elements of professional competence, as well as elements of professional education at a Jesuit institution. The general areas include:

• Professional formation/critical self-reflection;

• Communication skills/information management;

• Critical thinking/clinical judgment;

• Life-long learning/professional development;

• Professional ethics/moral agency/responsibility, and

• Social awareness/leadership/advocacy.

These shared professional core abilities provide a structure for collaboration in assessment activities across the disciplines. The assessment and curriculum committees within the disciplines are structured to number representation from the curriculum committee on the assessment committee and vice versa. The assessment plans for each program serve to guide the activities of the assessment committees. The chairs of the assessment committee for each program serve as the liaison to the SPAHP Assessment Committee (a school-wide body), chaired by the Associate Dean for Faculty Development and Assessment for SPAHP.

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The SPAHP Assessment Committee serves as the planning and oversight committee for assessment activities within SPAHP. TracDat, an assessment data management software, was implemented in 2004. This management system provides a structure not only for storing assessment data but for documenting the observations, changes and actions that represent "closing the loop" in assessment activities.

At the institutional level, there is ongoing activity regarding assessment of student learning outcomes through interaction with the University's Office for Academic Excellence and Assessment. In addition, two representatives from SPAHP serve on the University Assessment Committee. The Significant Assessment Activities report provides documentation of how the cycle of assessment is used within the non-traditional Doctor of Pharmacy Program.

a. Ignatian Values Assessment

As noted earlier, special efforts to assess values and professional dispositions have been undertaken by the School of Pharmacy and Health Professions. (Creighton University seeks to expand on this effort in conjunction with its admission to the HLC Academy of Assessment.) In May, 2006, the School reported a nine-point strategy for advancing this assessment initiative, including:

1. The establishment of School-level values goals.

2. The incorporation of Ignatian values learning into the School's strategic plan.

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3. Participation in Cardoner retreats.

4. Pre-assessment of Ignatian values for all students in the School.

5. The use of student engagement surveys and staff focus groups.

6. The continued application of the School's Professional Behavior Policy.

7. Internally funded research initiatives.

8. Administrative and faculty development initiatives.

9. Data gathering from graduating students.

The report also includes a summary of data from focus groups collected for the various Classes of 2005. Beyond Pharmacy, these included focus groups in Occupational Therapy, Emergency Medical Services (EMS), and Physical Therapy.

b. The Emergency Medical Services (EMS) Program

The EMS Education Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). In its efforts to conform to accreditation guidelines, EMS conducts a comprehensive continuous improvement program through a cycle of program planning and design, program

execution, and program review and evaluation. The program planning and design phase is implemented by each lead instructor or task team which proposes the program conceptually, maps it out conceptually, consults with expert resources as appropriate, gains approval to offer the program, evaluates the program after presentation, reviews multiple dimensional evaluations, makes changes in the program design and execution, presents the program again, and then continues the cycle of design, execution, evaluation, design change and execution. Programs are presented initially for consideration to the Program Director and Medical Director for tentative approval or denial; program concepts and formal proposals are then made to the EMS Education Program Faculty and Staff for formal review. Program assessment and curricular plans, changes and monitoring are reported through the SPHAP Curriculum and Assessment Committees and then to CAAHEP in compliance with CoAEMSP guidelines and standards.

Results of external "licensing" and "certifying" examinations are reviewed by faculty and staff. Since the National Registry of EMT is the national certifying body for all levels of EMS care providers, examination results of all individuals in all CUEMSE classes are reported to the CUEMSE for review. That body considers the performance of individual students as well as the aggregate performance of each class. The Nebraska HHS EMS Section on Education reports the aggregate of all EMS training agency National Registry licensing examination results, which results also are formally reviewed by the faculty and staff group. The CUEMSE Assessment & Improvement Record provides extensive documentation of that programs' assessment and change efforts.

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Core Component 3b: The organization values and supports effective teaching.

A. The University Generally.

As noted in its Mission Statement, "Creighton exists for students and learning." Effective teaching is the hallmark of the Jesuit intellectual tradition. Faculty and staff are charged to "stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world." In addition, faculty members conduct research "to enhance teaching, to contribute to the betterment of society, and to discover knowledge." Thus, Creighton espouses a "teacher-scholar" model for all of its faculty. Consistent with this model, evidence of teaching effectiveness is required as part of the evaluative process for faculty employment, and teaching effectiveness is emphasized in the annual review of faculty performance as well as reviews for promotion and tenure.

The demographics of the Creighton faculty have been stated elsewhere but are worth noting again. Creighton University employs a diverse body of committed faculty, whose demographics are represented in the graphs below. Seventy-nine percent of its faculty are full-time. Moreover, it boasts an average freshman retention rate of 87% and an average six-year graduation rate of 72%. Of its full-time faculty, 262 of 450 men (58%) are tenured, while 100 of 264 women (38%) are tenured. Furthermore, 114 of 262 tenured male professors have achieved the rank of full professor (44%) while only 17 of 100 (17%) tenured women have achieved that rank.

Fall 2006	Full-time Faculty		Part-time Faculty		Total Number of Faculty			% Faculty with Terminal Degree	
	Men	Women	Men	Women	Men	Women	Total	Full-time	Part-time
Arts & Sciences	132	79	37	48	169	127	296	88.2%	36.5%
Business	24	7	13	2	37	9	46	93.5%	33.3%
Nursing	0	42	0	7	0	49	49	26.2%	0.0%
Pharmacy/ Health Professions	34	48	2	3	36	51	87	89.0%	100.0%
Medicine	203	70	17	11	220	81	301	96.0%	93.0%
Dentistry	39	12	30	11	69	23	92	96.1%	97.6%
Law	18	6	4	4	22	10	32	100.0%	100.0%
Total	450	264	103	86	553	350	903	88.0%	58.7%

Fall 2006	Rank	Full-time Faculty Tenured		Full-time Faculty on Tenure Track		Full-time Faculty Not Eligible for Tenure	
		Men	Women	Men	Women	Men	Women
Arts & Sciences	Professor	35	6	0	1	0	0
	Associate Professor	41	32	4	1	0	0
	Assistant Professor	10	3	23	20	8	6
	Instructor	0	0	3	2	7	8
	Lecturer	0	0	0	0	1	0
	TOTAL	86	41	30	24	16	14
Business	Professor	8	0	0	0	0	0
	Associate Professor	10	5	2	0	0	0
	Assistant Professor	1	0	3	2	0	0
	TOTAL	19	5	5	2	0	0
Nursing	Associate Professor	0	1	0	4	0	0
	Assistant Professor	0	8	0	9	0	15
	Instructor	0	0	0	2	0	3
	TOTAL	0	9	0	15	0	18
Pharmacy/ Health Professions	Professor	6	0	0	0	0	0
	Associate Professor	13	11	2	1	3	2
	Assistant Professor	0	1	7	11	3	16
	Instructor	0	0	0	0	0	6
	TOTAL	19	12	9	12	6	24
Medicine	Professor	44	7	9	0	1	0
	Associate Professor	42	8	5	2	9	1
	Assistant Professor	17	7	43	14	29	19
	Instructor	0	1	3	4	1	7
	TOTAL	103	23	60	20	40	27
Dentistry	Professor	7	0	0	0	2	0
	Associate Professor	14	6	3	0	2	0
	Assistant Professor	0	0	7	3	4	3
	TOTAL	21	6	10	3	8	3
Law	Professor	14	3	1	0	1	0
	Associate Professor	0	1	0	0	0	0
	Assistant Professor	0	0	2	0	0	2
	TOTAL	14	4	3	0	1	2

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Of the associate professors, 150 are male and 75 are female. Again, analyzing the male associate professors, 120 of 150 are tenured (80%), but 64 of 75 female associate professors are also tenured (85%). Finally, among the assistant professors, 28 of 157 male assistants are tenured (18%) while 19 of 139 female assistant professors are tenured (14%). Fifty-nine of those women occupy tenure-track positions.

Of the remaining 61 women who do not hold tenure-track positions, 15 occupy positions in the School of Nursing, 16 occupy positions in the School of Pharmacy and Health Professions and 19 occupy positions in the School of Medicine.

Across the University, teaching excellence is demanded and rewarded in accord with the "teacher-scholar" model. To that end, the Vice President for Academic Affairs configured a new model (Graduate Dean and Associate Vice President for Faculty Development in Academic Affairs) to address the growing demands for faculty teaching and research excellence and the resources to support that excellence across the schools and colleges reporting to her. Furthermore, in conjunction with the Vice President for Health Sciences, she has sponsored two academic forums, one of which focused on the scholarship of Ignatian pedagogy. That forum was followed by an ad hoc committee, formed under the auspices of the Associate Vice President for Faculty Development in Academic Affairs, to generate a resource plan for enhancing faculty scholarship, consistent with the teacher-scholar model.

Beyond the larger University efforts, each school or college reflects the teacher-scholar model in its own standards for rank and tenure (which enhance the University standards), in its performance requirements for annual review, in its insistence on faculty development funds, and in the various categories of awards issued by Creighton University or one of its member schools. Furthermore, the schools and colleges explicitly value membership (and the demonstration of leadership) in relevant professional societies and organizations as evidence that faculty have achieved some measure of professional excellence.

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B. Particular Schools and Colleges

1. Creighton College of Arts and Sciences

There are a total of 211 full-time instructional faculty in the Creighton College of Arts and Sciences. Another eighty-five faculty are part-time. Of the total number 217 hold doctorates, a first professional, or other terminal degree. The fall 2006 student to faculty ratio was 10.84 to 1, based on 2594 students and 239.33 FTE faculty (including both full and part-time faculty). When recruiting, tenuring, and promoting faculty members, when reviewing their performance on an annual basis, and when awarding merit raises in salary, the Creighton College of Arts and Sciences places significant weight on each individual's skills in the classroom. This emphasis is made clear to each job candidate when he or she visits the campus and is then reiterated at orientation and at all subsequent formal reviews.

Applicants for teaching positions in the College of Arts and Sciences must submit at least two letters of recommendation that specifically address their abilities as teachers. Most departments also require that candidates prepare a formal statement of their teaching philosophy (as listed among the optional items beneath the text box on the Application Form). And all departments devote a substantial part of finalists' on-campus interviews to assessing their teaching skills. Many have individuals guest-teach in classes; some rely on a presentation that the applicant is asked to deliver to students as well as faculty (and which students are encouraged to attend). In turn, the CCAS students are enthusiastic about their role in recruitment and frequently make insightful comments about candidates' merits and limitations.

Likewise, probationary faculty are required to submit course syllabi with their Faculty Annual Performance Review materials. Discussion of teaching performance plays a major role in their annual reviews and in the Mid-Point Review process.

The College also mandates and pays the costs of evaluating teaching excellence. It employs a standardized instrument (the SIR II survey) in all classes enrolling more than ten students, and a purpose-designed small-course evaluation form for sections of ten or fewer students. In addition, the College asks each department to select at least one additional means for assessing teaching excellence. (Some, for example, have adopted peer visitation schemes, while others conduct teaching portfolio reviews.) All of this information is then applied by faculty members themselves in improving their own classroom skills and can be included by them in their annual reports and their dossiers for rank and tenure review.

In recognition of the time and effort that faculty members devote to their teaching, the College provides Summer Faculty Development Grants to encourage curricular development and sponsors two Dean's Awards for Professional Excellence (one for tenure-track faculty and one for non-tenure-track instructors). Each award carries a $1,000 prize. The recipient of the tenure-track teaching award is the only awardee asked to speak at the award ceremony, which follows a faculty luncheon during Founders Week in early February. Professional development is also enhanced by generous support for travel to national teaching conferences (e.g., National Institute on the Teaching of Psychology; approximately 50% have attended). Finally, College faculty occupy a strong record of success in being selected for programs such as the ADATC eFellowships and the workshops and seminars offered by the Office for Excellence in Teaching and Learning. These supplement a number of University-level awards, including the Robert F. Kennedy Award and the Omicron Delta Kappa Teach for Tomorrow Award.

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The current holder of the Jacobson Chair in Communication has used the annual Jacobson Symposium as a means of bringing to campus experts in the field of computers and pedagogy. These Spring Symposia have been well attended by community members as well as by members of the College faculty and colleagues from other schools and colleges within the University. The Chair also has established a program of educational software min-grants and offers his own services as a consultant in classroom technology.

2. College of Business Administration

Reflecting the Creighton University Mission Statement, the College of Business Administration (COBA) expects its faculty members to be superior teachers and to conduct research to enhance teaching, to contribute to the betterment of society, and to contribute to the fund of knowledge. It is the view of the College that the mission is best achieved with a community of "teacher-scholars," a group not only committed to their work with students in the classroom, but one that recognizes how teaching, scholarship, and service are overlapping and cross-fertilizing. Teaching, scholarship, and service are taken to be complementary activities and faculty are expected to be active in each realm. Outstanding activity in one area cannot justify inactivity in another. Yet each member of the faculty has talents and interests which call him or her to devote

efforts in varying degrees to teaching, scholarship and service. These differences in individuals are valued out of respect for the unique expression of humanity found in each person, and the stimulus to collective creativity provided by diversity. Thus, the Individual Development Planning Process and subsequent evaluation process is designed to provide the individual faculty member flexibility in selecting the weightings assigned to teaching, scholarship, and service while assigning weights that reflect the importance of all three activities.

The normal activity mix in the College of Business Administration is as follows:

Teaching (with a teaching assignment equivalent to 18 contact hours
        per academic year) 45%-55%
Scholarship and research 25%-45%
Service 10%-25%

In terms of teaching, the College recognizes that a personalized, state of the art education begins with excellence in the classroom and high academic standards. Collaborative work in teaching, including mentoring and team-teaching activities, is highly desirable in COBA. Successful student outcomes are not only the result of work in the classroom, but also result from student-faculty interaction outside of class. The faculty thus are expected to interact with students in a variety of ways. Student advising and mentoring is especially important and expected of all faculty. Advising entails the effective sharing of knowledge of college curriculum, career opportunities for students, and University resources available to meet student needs.

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Faculty also serve as role models for their students, both in their professional and personal lives. In all cases their relationships with students and colleagues must be marked by respect, cooperation and integrity. And their interactions with students must promote service to others, the importance of family life, the inalienable worth of each individual, and an appreciation of ethnic and cultural diversity. Thus, faculty have an obligation to be accessible to their students outside of class through office hours, voice mail, electronic mail and other media. It is expected that faculty will have regularly scheduled office hours each week that are equal to or exceed the equivalent of .5 hour for each 1.0 hour of class time. These weekly office hours are to be scheduled at times convenient for students.

A broad array of activities are valued in COBA as part of the teaching enterprise. These include, but are not limited to:

- classroom teaching;

- computer-assisted teaching;

- directing internships;

- collaborating with students on research;

- student advising;

- curricular innovation (courses, materials, software);

- development or restructuring of programs;

- development of new instructional techniques or pedagogies, and

- development of syllabi and bibliographies.

In January of each year, faculty members prepare a Faculty Activity Report for the preceding calendar year to provide the information needed for the COBA faculty evaluation process, Dean's report, and AACSB reports. The department chair reviews the materials using a college wide format made available to the faculty member in writing by the chair. Based on the ratings the Dean ranks College faculty into several merit equivalency groups. These rankings are used to determine salary recommendations to the University for the coming year.

3. School of Law

Teaching is evaluated in a variety of ways and is central to compensation, promotion and tenure decisions in the School of Law. It is mandatory that teaching evaluations be distributed to the students in each class. The results then are tabulated and reviewed by the Dean.

In addition, the Dean and the Associate Dean for Academic Affairs regularly visit classes and discuss teaching techniques. Untenured faculty members have access to a mentor committee of tenured faculty members who help them with their teaching and other aspects of their professional development, and the Dean's office funds faculty travel to professional development meetings. The Associate Dean also conducts an orientation for adjunct faculty members to introduce them to teaching expectations and available teaching enhancement opportunities.

4. Other Professional Schools

The Faculty Performance Guidelines for the School of Dentistry include measurable criteria relative to effective teaching. Faculty members assess their performance against these criteria on an annual basis, and this assessment is reviewed with them by their department chair. The chair then shares this information with the Dean who uses it as one of the factors in determining future compensation. The School of Dentistry also has an effective faculty development program that is designed to create and support excellence in teaching. External and internal resources are used in this process.

The School of Medicine is one of the few medical schools in the nation that directly links department funding and teaching activity through a system of Mission-Based Management. This system allows educational resources to be distributed to academic departments in proportion to their curricular participation.

Evidence of effective teaching in significant quantity is required for advancement and tenure in the School of Medicine, and is a key component of the annual faculty performance review. Teaching excellence by faculty and residents is recognized by institutional and departmental awards. In addition, the School provides support for effective teaching by conducting continuous evaluation of educational programs, identifying opportunities for change and innovation,

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offering faculty development to improve teaching and learning, and providing resources to support curricular innovation. The evaluation process is described fully in the *Curriculum for the 21st Century*. In addition to the school's Evaluation Committee and Educational Policy Committee (EPC), there are four Component Committees representing each year of the School of Medicine's curriculum. The Component Committees are comprised of the faculty component director and the course or clerkship directors for the component. The Component Committees meet periodically to review the integration of course content and strategies for instruction and assessment. In addition, the EPC may create ad hoc task forces or working groups composed of qualified faculty charged to review a particular aspect of the curriculum and recommend improvements.

The School of Medicine's Office of Medical Education provides opportunities for faculty members to improve teaching, including workshops, seminars, Grand Rounds presentations, and individual consultations. In addition, the Director for Medical Education Development and Assessment provides faculty development activities for department meetings or retreats. In addition to such ongoing faculty development, the School of Medicine's Office of Medical Education fosters effective teaching by providing financial and in-kind support to faculty who wish to enhance teaching by introducing new curricula, teaching methods, or technologies. This information is available in *Section II: Educational Program of the Self-Study Committee Report for the LCME Accreditation Survey*. Recent examples (2004-present) of curricular innovation include:

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M1
- Virtual Human Software introduced for Anatomy
- Initiated an SI (Supplemental Instruction) program for the Anatomy course
- Revamped small group program in MCB course
- Created a research elective
- Developed New Ethics Course: "Ethics and Legal Topics in Clinical Medicine"
- Healer's Art Elective

M2
- Altered small case format to promote active learning
- Added pulmonary function laboratory to the Pulmonary System course
- Introduced web project in Marginalized Care Experience
- Introduced online course evaluations
- Revamped Capstone "Marginalized Patient" Experience
- Removed Board Review Course from M2 year

M3
- Added an OB-Gyn Clerkship Rotation at St. Joseph Hospital in Phoenix, AZ
- Added a clinical skills day to the Dimensions of Clinical Medicine course
- Added Legal Topics to the Dimensions of Clinical Medicine course
- Revamped the Pediatrics clerkship to include increased ambulatory experiences

M4
- New Surgical Skills Exam
- New Electives in Radiology, Preventive Medicine, Medicine, Foreign Medicine, OB-Gyn, Family Medicine and Interprofessional Education (Patient Safety)
- Added electives in cultural competency, pulmonary critical care, and surgery
- Revised surgical examination

- Revised Senior Colloquium
- Added Ob-Gyn Service Elective in the Dominican Republic
- Appointed new course Directors in Ethics, Molecular and Cellular Biology, Musculoskeletal-Integument and Infectious Disease

The number and qualifications of School of Nursing (SON) faculty members are sufficient to create an effective teaching-learning environment. All full-time faculty at the rank of instructor or higher hold a minimum of a master's degree in Nursing. Furthermore, all faculty meet the qualifications to teach nursing in the state of Nebraska and all have clinical experience and/or advanced preparation commensurate with the teaching areas.

Nursing faculty are involved in all aspects of curriculum development and on-going review. The SON by-laws specify that the undergraduate and graduate curriculum committees, as well as the evaluation committee, are standing committees. In addition, the by-laws specify membership on these committees. Both curriculum committees and the evaluation committee serve as advisory to the Faculty Organization when reviewing and proposing recommendations to either curriculum or evaluation issues. The Faculty Organization has voting power to accept, reject, or table any recommendations. All nursing courses and/or major revisions must be approved by the Faculty Organization. (The Graduate Board also approves changes in the MS curriculum).

Teaching excellence is valued at the university level, within the Health Sciences Division, and in the SON. The SON administration is supportive of faculty development in innovative teaching methods and in advancing continued learning of clinical specialty areas. Efforts are made to make opportunities available for faculty to participate in University activities related to advancing teaching, learning and assessment. Travel allowances have enabled faculty to participate in regional, national and international conferences and symposia relevant to their teaching areas. Faculty members maintain appropriate credentials, certification and professional practice to maintain their expertise. They hold membership in the American Nurses Association, specialty organizations, National League for Nursing and the National Organization of Nurse Practitioner Faculties. Faculty members consistently attend and frequently present at advanced practice conventions, seminars and educational conferences. Faculty also have access to the resources of the Office for Academic Excellence and Assessment. The SON also recognizes and supports the faculty in disseminating knowledge related to teaching-learning strategies. School of Nursing resources are allocated for faculty to travel to meetings in order to present scholarly papers in nursing education. Nursing faculty have been quite successful in having their abstracts accepted for presentation in regional, national and international arenas. Over the past several years, nursing faculty have provided consultation related to nursing education and health care in Armenia, Australia, Azerbaijan, Canada, China, El Salvador, Greece, Jordan, the Republic of Georgia, and the United Kingdom.

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The School of Pharmacy and Health Professions (SPAHP) has several processes in place to support effective teaching. Greater than 90% of the faculty are doctorally prepared in their area, and are assigned teaching responsibilities based on their area(s) of expertise. The School offers a variety of methods to assist faculty in becoming more effective teachers, including faculty development workshops, a new faculty orientation, and a new faculty workgroup focused on issues of effective teaching. The scholarship of teaching and learning is also

a common theme for development workshops. In addition, a series of grand rounds presentations have been offered in which faculty can showcase innovative ideas they have implemented within their classrooms to improve student learning. Since the creation of the SPAHP Office of Faculty Development and Assessment in October 2003, an average of four development workshops have been offered annually focused on teaching/learning and assessment. Additionally, in 2003 and 2004, two two-day workshops on becoming a Certified Online Instructor have been offered. The focus of these workshops is the integration of technology and pedagogy. Over the last several years, faculty members have availed themselves of opportunities to participate in conferences/ institutes focused on enhancing teaching and learning, such as the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) institute.

A faculty climate survey, conducted in 2003, indicated that the primary reason faculty chose to work at Creighton University was its mission of teaching. An ad hoc committee in SPAHP (made up of the assessment and curriculum committee chairs) recently developed a proposal on evaluating and documenting teaching effectiveness. This working proposal includes recommendations for the following: 1) revision of the course evaluation process used for student feedback about courses; 2) implementation of a faculty-generated course report form that goes to the curriculum committee following completion of the course; 3) implementation of a systematic course review process that schedules review of courses on a regular basis, with data fed back to assessment and curriculum committees; and 4) expansion of the methods that are currently used to evaluate teaching effectiveness so as to include such things as peer review, course/teaching portfolios, and other methods of qualitative assessment. This proposal is now being discussed at both the administrative and department levels.

Core Component 3c: The organization creates effective learning environments.

Core Component 3d: The organization's learning resources support student learning and effective teaching.

The creation of and support for effective learning environments are integrated to such an extent, that it makes good sense to address these Core Components jointly. The text below describes the learning environments available to our students, staff, and faculty. It is increasingly evident that cross-Division, cross-school, and cross-college collaborations occur, particularly for faculty development and information technology support. While it is evident that each college and school has a clear sense of its strategic direction, there is evidence demonstrating that those units, and other supporting units such as the libraries, work together for the greater good of the University and the students.

A. Learning Spaces

Over the past five years, the University has embarked on an aggressive plan to upgrade its learning spaces. The culmination of this plan will be the construction of the Student Living-Learning Center, a 120,000 square foot building that will hold classrooms, ample student learning and gathering spaces, the Division of Student Services, Admissions, Academic Resources, and other student-oriented offices and services. Construction on the Center is expected to be finished in 2009.

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In 2004, the Division of Information Technology (DoIT) conducted an analysis of the wiring and technology infrastructure in every building on campus. From that analysis came a prioritized list of buildings to be upgraded and reconfigured to handle the types of technology students, teachers, and staff use. Special attention was paid to buildings containing classrooms, labs, and other dedicated learning spaces.

1. College of Arts and Sciences

Courses within the College of Arts and Sciences are taught across east campus. Many of the classrooms are configured with the standard teaching technology configuration of a PC, Elmo, and data projector. Faculty desiring to teach in those classrooms, based on course content or student learning needs, are given first priority for these enhanced spaces. Many of the academic departments have special learning facilities tailored to the learning needs of their students and the curricula in their programs.

- Athletic Training uses the Athletic Training Room in the Vinardi Athletic Center, the Frank J. Iwerson Strength and Conditioning Facility, the Kitty Gaughan Pavillion Athletic Training Room, and satellite facilities in Omaha sporting venues.

- The Department of Biology Computer Lab offers office and statistical software on twenty PCs. Students also have access to learning in the Animal Physiology Lab.

- Chemistry majors learn in dedicated chemistry labs, work with advanced equipment such as the Varian INOVA Unity 300-NB NMR Spectrometer, and study or relax in the Chem Majors Room.

- The Department of Computer Science offers access to a variety of free, specialized software packages that can be used off-site or in its computer lab. Recent renovations have created a small classroom that also serves as a student lab area, and a second room that is the computer science majors' lounge and study area.

- The Department of English has a computer lab for students. In addition, the Writing Center affords a separate venue where students can receive assistance on the writing process, regardless of their major.

- Exercise Sciences students make use of the Human Performance Lab, at which they gain experience providing health fitness assessments, exercise program and equipment orientations, personal training, underwater weighing, and skinfold assessment.

- The Lied Education Center for the Arts (LECA) is the home of the Fine and Performing Arts Department. The LECA contains a 350-seat main stage theatre, with a large studio theatre nearby. The Lied Art Gallery is situated just off the Main Stage. Theatre students have access to a complete scene shop, the large proscenium stage, and a costume shop. Dance students perform on a professionally sprung dance floor. Music students learn practice, and play in music classrooms, practice rooms, choral and instrument rooms, and the Proterra Gamelan Studio. All students have

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access to the photography Slide Library, the multimedia, auditorium-style classroom, and the Department's computer lab.

• The Departments of Journalism and Mass Communication offer four unique learning spaces: the Creightonian Newsroom, Hitchcock Lab, Murphy Lab, and Studio Blue.

• The Department of Mathematics offers a computer lab for its majors. A dual-space room is configured to serve as a small, computer-based classroom during the day and a lounge/workspace for majors after hours.

• The Department of Modern Languages and Literatures offers a variety of language learning resources in their Hitchcock Language Resource Center.

• In addition to physics lab space, the Department of Physics created the Physics Clubroom, available to Physics Club members as a computer lab or simply as a place to hang out between classes.

• The Department of Political Science and International Relations offers the Social Science Data Laboratory and the Spillane Reading Room for student use.

• The Women's and Gender Studies Minor is affiliated with the Eileen B. Lieben Center for Women, which is dedicated to serving all women within Creighton University's community who seek to particularly better themselves through Jesuit values and female empowerment.

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2. College of Business Administration

The College of Business Administration (COBA) is located in the Eppley Building, adjacent to the Reinert Alumni Library. The Wade Computer Lab, open to all business students seven days a week, is located on the first floor; it contains twenty-five work stations. Within the Eppley Building, two computer-equipped classrooms exist for use by COBA students as well as area businesses. One room can accommodate thirty students while the other room can handle forty students. Each computer classroom is equipped with a six-foot teaching console which includes a recessed computer and a state-of-the-art video projector for enhanced visual presentations. Both classrooms have a ceiling-mounted projector. The computer furniture also allows for recessed keyboards, making the room usable for classes which do not use computers during periods of instruction. All classrooms in the Eppley Building have computer technology for the instructor and offer table seating. These also are equipped with a six-foot teaching console, which includes a recessed computer and a state-of-the-art video projector for enhanced visual presentations, as well as a ceiling-mounted projector. The capacity of these classrooms ranges between thirty and forty-eight students. Classrooms were designed to facilitate interaction between students and faculty and the use of the most innovative teaching techniques. In fall 1999, the Seagate Technology Electronic Commerce Computer Lab was added. Adjoining the Wade Center in BA 113, which includes twenty-four workstations and is designed to allow students to work collaboratively. Beyond these, new digital trading monitors occupy each floor, providing contemporaneous market reports, and the students have casual access to their own resource room in a newly remodeled Atrium facility.

Third floor facilities are designed to maximize interactive teaching and hands-on learning in a modern business environment. Each classroom on the floor contains a six-foot teaching console which includes a recessed computer and a state-of-the-art video projector for enhanced visual presentations. The seven classrooms are designed to hold between thirty-two and fifty students. Classroom layouts also allow them to be used for special training programs. Most classrooms on the third floor feature desk seating, and one classroom has an executive education design. The Donald W. Waite Conference Room is also found on the third floor.

3. School of Dentistry

The School of Dentistry is located in the Boyne Building on the east side of campus, sharing space with School of Medicine and School of Pharmacy and Health Professions staff. This three-level facility has 137 operatories distributed between the main clinic floor (118), Periodontal Surgery (2), Acute Care Clinic (3), Oral and Maxillofacial Surgery (8) and Faculty Practice (6). There are also two student laboratories, an area for dispensing and sterilization, a student locker area, a museum, professional laboratories for both fixed and removable prostho-dontics, offices for patient affairs and records, and an Adult Clinic reception area. Adult clinical facilities and applicable faculty offices for the Departments of General Dentistry, Endodontics, Prosthodontics, Oral and Maxillofacial Surgery, and Periodontics occupy the entire second level of the building. The third level of the building houses faculty offices and clinical/reception facilities for the Department of Pediatric Dentistry (12 operatories), three classrooms/laboratories, and faculty offices for the Department of Oral Biology and the Department of Community and Preventive Dentistry.

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Multiple occupancy within the same facility by the School of Dentistry, the School of Medicine, and the School of Pharmacy and Health Professions has both created problems and presented opportunities regarding the provision of resources to support the mission of the School of Dentistry. Disadvantages of the shared occupancy include an increased wear and tear on the building due to the presence of more students, and an associated reduction in the quality of environmental services performed. Additionally, there has been a significant reduction in flexibility for scheduling classrooms and laboratories. The principal advantage of sharing School of Dentistry space is the reduction in overhead and fixed costs and the resultant impact on School of Dentistry budgeting. Multiple occupancy of the School of Dentistry also represents a more efficient use of University space, and this positions the School of Dentistry more favorably within the University. Finally, it provides an excellent opportunity for faculty members and students of several Health Science divisions to interact. In the final analysis, despite the inconveniences that may arise, the positive features of the shared space arrangement outweigh the existence of negative factors.

Clinical treatment areas are renovated and new equipment is procured as part of an ongoing refurbishing process designed to provide an optimal environment for instruction and for the delivery of patient care. This activity is initiated and coordinated through the Strategic Plan of the School of Dentistry and, as such, is an integral part of the Assessment Program of the School. It is funded primarily through the Major Equipment Replacement Fund. The Assessment Program identifies needs for replacing equipment, either on the basis of age and wear and tear, or as a response to recent advances in technology, and/or an attempt to address specific departmental requests received primarily during

the annual assessment process. Members of the Strategic Planning and Assessment Committee, the Assistant/Associate Dean for Clinical Services, the Director of Clinics, Department Chairs, and the Dean all have responsibilities in this regard during this annual review.

4. School of Law

The School of Law resides in its own building, complete with sufficient offices for faculty, classrooms for instruction, and skills learning facilities. These are complemented by the Klutznick Law Library, the Milton R. Abrahams Legal Clinics, and the Werner Institute for Negotiation and Dispute Resolution. The Law Library was renovated and expanded in 1998, growing in size by nearly 100%. A variety of seating at carrels or tables, in lounge chairs, groups study rooms, and library computer rooms is available for 418 learners. The library facilities are mentioned positively by prospective students as an important recruitment factor, and School of Law surveys demonstrate that the library is considered a strength of the school by students, alumni, and faculty. Besides offering individual instruction during reference transactions, the four lawyer-librarians each teach two small sections in the required Legal Research course every fall semester. An elective course in Advanced Legal Research is also taught by a law librarian most spring semesters.

The Milton R. Abrahams Legal Clinic was dedicated in 1999. In 2005, a second clinic, the Community Economic Development Law Clinic was created. These clinics are important not only in training Creighton students to practice law but also in serving the Jesuit mission of service to the underprivileged in our society in a real and symbolic manner. The Clinic offers third-year law students the opportunity to develop legal skills and values in a law office setting. The Clinic is located within the School of Law itself, but has a separate exterior entrance for clients. Some students are also involved in the Clinic's off-site program in South Omaha's Spanish-speaking community. Students enrolled in the Clinic are certified by the Nebraska Supreme Court to practice law under the supervision of the Clinic director and a staff attorney. Students represent low-income individuals who reside in the Omaha area in a variety of civil matters. The Clinic has a broad focus and does not limit the types of cases or the services provided to clients. Clients are represented at administrative hearings, in county and district court, in state appellate courts, as well as in federal court. The areas of law which affect Clinic clients most often are family law, landlord tenant law, guardianships, fair housing law, and adoptions.

The Community Economic Development (CED) Law Clinic, on the other hand, is committed to encouraging economic growth and stability within under-served communities in Nebraska, while providing third-year law students with a clinical experience. The focus of the CED Law Clinic is on Non-Profit Organizations, Micro-Enterprise Business and Community Asset Protection.

Throughout their experience in the Abrahams Clinics, students are closely supervised to ensure that they develop a level of competence in the field of law, and that they represent clients in a competent manner. As a unit within a Jesuit institution, the Clinic places special emphasis on the responsibilities that attorneys have to promote fairness in the legal process as well as a commitment to issues of justice. By representing low-income persons who otherwise would be underrepresented, students have the opportunity to experience first-hand the value of legal services for the poor. Students are encouraged to develop

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a sense of responsibility and obligation that the legal profession owes to those who cannot afford representation.

The Werner Institute for Negotiation and Dispute Resolution was established in 2005 with a generous gift from the C.L. Werner family, creating the most richly endowed program of its kind in the country. The mission of the Werner Institute is to be a leader in advancing the field of conflict resolution to a new quantum level with a focus on developing the next generation of practitioners and scholars who are responsive to the real, and often unacknowledged, needs of those in conflict. With an interdisciplinary foundation and a focus on collaboration and open inquiry, the Institute supports the mission of Creighton University and builds a bridge between the field of conflict resolution and the issues faced by people in an increasingly complex world. Its new, interdisciplinary program culminates in a master's degrees or a graduate certificate in negotiation and dispute resolution for students from a variety of fields as well as mid-career professionals.

5. School of Medicine

The School of Medicine facilities are primarily in the Criss Complex (Criss I, II and III buildings and the Beirne Tower) on the East campus of Creighton University and the Medical Center on the West campus. The Criss Complex is shared with the School of Nursing and the School of Pharmacy and Health Professions but many activities of the latter schools are now accommodated in the new Integrated Science Building. Space available to the School of Medicine in the Criss Complex was increased moderately during the last renovation, primarily research lab space enhancements on the fourth floor of Criss II as well as the second floor of Criss III. Refitted laboratories on the fourth floor of Criss II have been clustered for research by faculty with cognate interests spanning the neurosciences and related topics as well as for specially reorganized areas for other new and sophisticated technologies such as confocal microscopy and electrophysiology. This reorganization and refurbishment of space in the Criss Complex brought considerable and immediate enhancement of amenities in the School of Medicine for scientific research and teaching space so that neither general nor small group educational endeavors were constrained by space concerns. However, space remains a problem for faculty offices and as class size grows, small group rooms are now in short supply.

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The School of Medicine is the primary user of two 160-seat amphitheaters in the Criss Complex recently renovated as part of the $22 million investment by the University in new and improved facilities for medical student education. The tiered theatre has fixed tables that provide workspace for each student. The state-of-the-art instructor's podium includes networked Windows and Macintosh computer platforms, laptop input, digital document camera, DVD and SVHS players, for presentation by a 3600 lumen LCD projector. An integrated sound system includes voice reinforcement with wired and wireless microphones and outputs from the computers and other presentation devices. A wireless touch pad control system allows faculty easy control of all of the instructional technology.

Twelve other health sciences classrooms are available for use by the School of Medicine in Criss II and Criss III. Five of the twelve have ceiling mounted projectors, and teaching podiums with a computer, document camera and VCR, permanently installed. All classrooms have Internet connectivity. Portable computer carts, data projectors and other presentation equipment is available

for delivery to the classroom by Media Services. Four new classrooms, including a sixty-seat flexible teaching lab, and eight small group classrooms (October 2003) provide interactive learning space in the new Medical Education Center. These small group rooms are each approximately 300 square feet with comfortable furniture and equipped with internet accessible computers, data projectors, light boxes, screens. The newly arranged Medical Education Office is adjacent to the small group suite as is in keeping with strategic plans that emphasize adoption of new modes of knowledge transmission while sustaining Creighton's unique and venerable tradition of teaching excellence.

The Gross Anatomy Teaching and Research Laboratory facilities in the basement of the Criss II were renovated. Locker rooms and morgue renovations were done in the first part of the project with Student Gross Anatomy Laboratories completed December-July 2003-04. New curatorial office/laboratory and teaching assistants' office/locker rooms were created as was a smaller Demonstration Laboratory. The latter was reconfigured with surgical lighting, furnishings, plumbing, air handling system, flooring and a cold storage unit that meet specifications for a certified Gross Pathology facility. Student dissection of embalmed cadavers occurs in the two main laboratory spaces. Unpreserved tissue dissections and demonstration dissections are done in a third laboratory. A computer study area is located in an adjacent facility.

The Clinical Assessment Center has been renovated and moved to the fifth floor of CUMC Hospital. This facility has six examination rooms, video camera and videotaping facilities for observing and providing feedback on student clinical skills, and an adjacent computer learning/testing facility. It also contains administrative space for the staff supervising the Center and training standardized patients. This Center is in active use during the pre-clinical years in teaching and assessing interviewing and physical examination skills, as well as during the clinical years for intra-clerkship OSCE's as well as a comprehensive Clinical Assessment scheduled at the start of the M4 year.

In general, the inpatient clinical teaching facilities available for student education are much more than sufficient, and considerably improved in comparison to 1997. The regional reorganization of Nebraska and Iowa VA Services has resulted in growth in the inpatient and outpatient services at the Omaha VA, as well as substantial capital improvements. As a result, Creighton students and residents have spacious "team rooms" for their inpatient services, and ready access to clinical and teaching facilities and the state-of-the art VA Electronic Medical Records. Several new clinical rotations for third year clerks have been established within Alegent Health facilities, which have been recently renovated, providing an attractive clinical learning environment. Substantial renovations have been accomplished at CUMC Hospital; these have greatly improved space for clinical teaching programs, but with the increasing number and size of teaching services at Creighton there is some relative crowding of rounding services, which may become a greater challenge as compliance with HIPAA requirements necessitate even greater care with hallway teaching conversations. It is hoped that with the construction of a new Creighton ambulatory care facility, increased space for small group (i.e. team) inpatient clinical teaching can be improved.

The required, third-year Ambulatory Primary Care clerkship involves both outpatient family medicine and outpatient general internal medicine components. Many students prefer family medicine components in rural communities and/or private practices of voluntary faculty. Over the past seven

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years there has been substantial growth of both facilities and faculty within the CUMC primary care network throughout the Omaha metro area. Both Creighton Family Health Care (Family Medicine and General Internal Medicine) and Creighton-Children's Pediatrics have established new clinical and teaching facilities in the community. The Division of General Internal Medicine has established a prominent role in the Omaha VAMC primary care initiative, adding six new primary care faculty and teaching sites through that affiliation. Thus CUMC now has a robust network of faculty, facilities and relationships to support the Ambulatory Primary Care clerkship and other primary care curricula.

Ambulatory Care teaching facilities for specialized clinical services have also been extensively renovated in many areas, as described above. Despite these recent investments, however, successful recruitment of clinician-educators and growth in clinical programs across the various clinical departments in the School of Medicine has resulted in the intense utilization of nearly all available clinical program and teaching space on the main campus of CUMC. New and growing programs in various specialties and subspecialties (notably, Psychiatry, Obstetrics/ Gynecology, Internal Medicine and the Cancer Center) will require additional space for outpatient clinical services and faculty offices. Planning is underway for what may constitute the most pressing physical plant consideration in the near term, the construction of a major new Ambulatory Care facility adjacent to the current CUMC main campus.

6. School of Nursing

Recent renovations in the School's physical plant are strong evidence of the administration's commitment to teaching and learning. Faculty offices have been equipped with ergonomically improved desks and credenzas, computer equipment is updated routinely, and several classrooms have been equipped for simultaneous interactive transmission of classes to and from the Hastings campus. Additional offices have been added to accommodate the faculty for the increased numbers of students enrolled in the various undergraduate, RN to BSN and graduate programs. The School has priority access to the class and transmission rooms required for its distance education classes.

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The expansion of the School's Learning Lab and addition of a full-time nurse coordinator have been a major improvement. A generous donation led to the purchase of human simulators and great interest on the part of the faculty in using simulations to replicate clinical teaching situations. These have been very helpful in facilitating student learning, providing faculty development sessions on new teaching strategies, and supplementing clinical learning opportunities with highly complex or difficult to access patients and conditions.

Interdisciplinary case seminars are presented on a regular basis, with collaborative presentations by School of Medicine, School of Nursing, and School of Pharmacy and Health Professions faculty and students. The school collaborates with the School of Medicine to use the Clinical Assessment Center. Students interact with simulated patients or encounters that can be remotely recorded and assessed. Additional efforts are under way to expand interdisciplinary learning and experiences. The School of Nursing has an Office of Research and Evaluation which serves as a resource for faculty in generating ideas, planning projects, and obtaining internal reviews prior to submitting proposals, manuscripts or abstracts for grants, publications or presentations. The Dean is also able to support a number of small research projects internally. Nurse

Administrators and faculty sit on interdisciplinary health sciences research review and advisory boards. The strategic plan completed in 2006 for the school includes an increased emphasis on research and scholarship and additional resources will be allocated to support this emphasis.

Faculty and students provide feedback each spring by completing a Resource Survey. The School's Dean and Faculty review the results and address any resources or services that receive unsatisfactory ratings. Present annual budgets are sufficiently large to continuously upgrade faculty computers and instructional equipment and provide for faculty development. In total, the resources of the university and the school are adequate to meet the teaching-learning and student support needs of the students in its programs, and the teaching, scholarship and service responsibilities of the faculty.

7. School of Pharmacy and Health Professions

The primary classroom used in the School of Pharmacy and Health Professions program is a 120-seat, tiered, amphitheater with data and power connections to each seat. Another ninety-eight seat classroom in the Hixson Lied Science Building (HLSB) is also hardwired and used by the School for smaller classes. Pharmacy faculty, in general, are pleased with the quality of classroom technology and related services provided by both DoIT and the OITLR in the School of Pharmacy and Health Professions. However, only three classrooms readily available to the School can accommodate an entire pharmacy class of 110-115 students, and only two of those three have network and power connections at each seat. This situation limits flexibility in scheduling pharmacy courses. The School has approximately 330 campus-based pharmacy students with laptop computers enrolled in didactic classes, and the scheduling of 'wired' classrooms to accommodate all classes in a way that maximizes the use of the school day has proven to be very difficult.

The Contemporary Pharmacy Practice Laboratory, based in the Criss Complex (CC) was renovated in 2003 to accommodate more students per session. However, there is still inadequate space between the pods and storage cabinets to comfortably accommodate the students and faculty traversing these areas during lab sessions. It is the general consensus of the faculty who use this laboratory that the amount of space is inadequate to accommodate the fifty-four students and up to nine faculty and twelve lab assistants who are routinely in the facility during laboratory sessions. The School is currently reviewing the mechanisms by which practice-based laboratories are taught in order to reduce the number of faculty members and assistants required in each session. Still, with campus-based class sizes routinely running above 108 students, there are insufficient student work stations to accommodate all students without running three laboratory sessions per week. In addition to the limited number of workstations for our campus-based and web-based enrollment, and the currently crowded laboratory conditions, the six new patient counseling rooms adjacent to the lab are viewed as too small for comfortable interactions between faculty and students.

The Mutual of Omaha Student Lounge, located on the first floor of the Hixson-Lied Science Building, is open to all students attending classes in the Criss-HLSB-Rigge complex. The common lounge area invites professional and social interaction between Creighton health professions students and undergraduate students. In addition to chairs, tables and couches, it is also

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equipped with electrical outlets and wireless Internet connectivity. The Office of Health Sciences Multicultural and Community Affairs, located in HLSB, also offers a small lounge area for health science minority students.

The current Physical Therapy departmental space is sufficient to accommodate the number of students enrolled in the four-year Doctor of Physical Therapy program (fifty-four to sixty students per year). The program is housed in the Boyne Building. There are three lecture rooms in Boyne, each with over eighty student desks. These rooms are each equipped with two slide projectors, an ELMO visual presenter, an overhead projector, a microphone/speaker system, a chalkboard, a screen and pointer. There are video projectors, computers, and videocassette recorders in each of these classrooms. Overhead lights can be controlled to provide variable lighting. Two seminar rooms also are available for small group sessions. These classrooms are used by the Department of Physical Therapy, the Department of Occupational Therapy and the School of Dentistry.

Three new classrooms have been built on the first floor of the Health Sciences Library, which is adjacent to the Boyne Building. These classrooms have between sixty and 120 desks. They are equipped with the same resources as listed above. In addition, the largest of these classrooms is designed to permit laptop computer access for each student during the class period. These classrooms are used by students of Pharmacy, Physical Therapy and Occupational Therapy. However, the Physical Therapy and Occupational Therapy classroom space is inadequate in the Boyne Building and the Bio-Information Center because of the increased use of notebook personal computers by the students and the inadequacy of wired connectivity and access to power for those computers. Students in those programs who have classes in Rigge Building also cannot use their notebooks computers because of a lack of power for those computers.

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The Clinical Assessment Center at CUMC is also used by SPAHP for teaching/learning simulations and assessing performance-based clinical competencies. As demands for performance-based assessments increase across the health professions, the Center will be challenged to meet those needs.

The School of Nursing shares the School of Pharmacy and Health Profession's computer laboratory. This lab houses forty-eight PC desktop computers, replaced every three years, along with printers, scanners, and a data projector. The lab computers allow students Internet browsing, word processing, PowerPoint presentation capabilities and access to Creighton e-mail. Faculty can load educational and course-related software on lab machines. The laboratory allows students twenty-four hour access, seven days a week, and an OITLR-affiliated laboratory manager and student lab assistants are available to assist users during normal business hours.

B. Learning Support

1. Creighton Career Center

The Creighton Career Center contributes to the body of evidence for student learning and teaching effectiveness at Creighton University through many programs and services. The Career Center is an integral part of the Ratio Studiorum experience for students and continues throughout the students first two years by providing academic advising and career counseling for all students who have not formally declared a major. Integrating the "pre-major" advising

function with career counseling has been termed the "Career and Academic Planning" (CAP) Program at the Career Center. The CAP Program is also a large part of the academic planning process that continues to be a very valued part of the student experience.

The Creighton Career Center continues to be involved in the learning outcomes of students and assists with teaching effectiveness by coordinating, publicizing and referring students to internships. This service is performed for all majors and colleges throughout the University. By teaching the value of experiential learning opportunities and providing preparation and counseling for these experiences, the Career Center attempts to complement learning in the classroom with worthwhile experiences in the world of employment. The goal of providing experiential learning opportunities exists not just to build a set of credentials for students; rather, it is meant to provide a real-world trial and error environment where students of all majors can test their knowledge and skill in the world of work. This "Life/Work Planning" model blends academic learning with skill development to produce appropriate placement in graduate schools and professional employment upon graduation.

2. Division of Information Technology (DoIT)

The Division of Information Technology dedicates substantial resources to faculty development in technology and teaching integration. Weekly technology demonstrations designed for faculty members are held by DoIT Instructional Design and Development in addition to several hands-on workshops scheduled through the year.

The Academic Development and Technology Center (ADATC) provides selected Creighton faculty with the technological training, tools, and support services to enable them to develop new computer based instructional technologies for use in teaching, research, and patient care. Nearly 120 eFellows and Senior Fellows have completed the program resulting in a transformative culture of technology exploration and integration.

Collaboration exists among academic, distributed, and central IT entities in faculty development program design and implementation. Examples include the Teaching Circles, DoIT Discovery Workshops, and Camp COI. These are augmented by the creation (now in production) of a faculty development virtual center with content provided by DoIT Academic and eLearning Technologies, the AEA, OITLR, the Office of Faculty Development and Assessment, the ADATC, and the Office of Medical Education in the School of Medicine.

DoIT also evaluates, acquires, and supports academic systems including an enterprise-level learning management system, online survey application, blogging service, personal web space, and streaming media server. The technology infrastructure in addition to other applications, foster the learning process through wireless connectivity, computer-enhanced learning environments and audiovisual and computer technology-rich teaching spaces.

3. Creighton Center for Service and Justice (CCSJ)

In the year 2000, the CCSJ staff entered into a participative planning process that resulted in a clearer articulation of its mission and five overall goals. The focus on naming specific student learning outcomes is a new one that had not

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been earlier incorporated, although it was attempted in a 2002 report for the Committee on the Freshman Experience. A more recent attempt involves the 2005 Spring Break Service Trips. Generally speaking, CCSJ has measured the impact of certain "pillars." Traditionally, these have involved the four components of service, simplicity, reflection and community. In 2000 CCSJ added the component/pillar of justice. The addition of this pillar has had a marked impact on program changes and on student learning, particularly in evaluating host sites, as a key component for student leadership training, and in formation of participants. That same year Center administrators participated in a national self-study process culminating in a conference (Commitment to Justice in Jesuit Higher Education, Santa Clara University) where the promotion of justice was seriously considered and operationalized as a learning objective and an institutional objective on many levels in the various Jesuit universities.

a. Assessment of Student Learning in Non-credit CCSJ programs

Evidence of student learning is limited to presentations and reflections presented or written by students, and feedback obtained through program evaluations. These are standard measures used for the Ignatian Family Teach-In/School of the Americas program, Fall Break Immersions, Spring Break Service Trips, and Local Immersions.

These assessments are used to make programmatic changes. Alternative methods of gathering data were attempted in 2000 for the Spring Break Service Trip (a Likert scale quantitative tool was used for the five pillars and a research tool was developed in 2004 to determine if the spring service trips had a significant impact on student subjective well-being). At that time, CCSJ learned that the effects of service trip participation on overall subjective well-being resulted in no significant differences. However, the levels in the sub-scales of gratitude, life-satisfaction and positive and negative affect were significantly higher for students participating in the service trips than in those who did not.

b. Sharing the Results of Assessment

The most poignant example of shared results of student learning in CCSJ is the "Soup with Stories" event that occurs after the Spring Break Service Trips. These are two lunch-hour presentations to faculty, staff, administrators and other students. Student representatives from the various trips present short reflections on their experience and its personal impact on them.

4. Health Sciences Library

The Creighton University Health Sciences Library/Learning Resources Center (HSL/LRC) serves the patient care, teaching, and research information needs of the four health sciences schools, two additional programs, and a primary teaching hospital. It is located in the Bio-Information Center (BIC), which is connected to the School of Dentistry by means of an enclosed second floor walkway. Much of the material contained in the library is interdisciplinary in nature, affording students, faculty, and staff the access to a much broader scope of information than what is specific to their particular discipline. These resources include access to nearly 38,000 monographic titles, over 1000 serials,

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and nearly 1800 electronic serials. Access to over 17,000 electronic journals through collaborative efforts with the other Creighton University libraries is also provided.

The HSL is charged with maintaining and making accessible a comprehensive collection of the world's biomedical and scholarly literature for the Creighton University Medical Center. The HSL/LRC has a unique and distinctive mission on campus and plays an integral role in the health sciences schools' educational, research, and health care programs, all of which are dependent upon access to recorded scientific knowledge. The HSL/LRC cooperates in meeting the health sciences information needs of the School of Medicine as a designated Resource Library for the National Network of Libraries of Medicine.

The library makes available the latest in print, electronic, and non-print resources. Author, title, and subject access to the holdings of the three Creighton libraries are available through the online catalog, CLIC. WebSPIRS provides access to a number of electronic bibliographic databases. These include MEDLINE (which includes the Index to Dental Literature), CINAHL (Nursing and Allied Health), and IPA (Pharmacy). Many of the citations to the literature are linked to the electronic version of the full text of the article. In addition, Lexi-Comp Online for Dentistry, a full-text database of dental information about drugs, natural products, and a variety of special topics, is available to the School of Dentistry. Micromedex (full text drug handbook) and EBSCOhost (access to full text resources on consumer health and health business resources) are also provided. All of these resources are available in the library or remotely from an office or home.

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The library contains a variety of study spaces for students. Its seminar room and nine cluster rooms are heavily used by groups of students who study individually or together. The Learning Resources Center (LRC), with its twenty-nine computers, adds a multimedia dimension to the library. These computers are available for students and faculty to access bibliographic databases, computer assisted instructional software, and multimedia software. There are eight laptop computers that can be checked out by the students. There are 150 hard-wired ports available for computers and the library is also equipped with wireless transmitters throughout the building. The HSL/LRC also has an online public access catalog (CLIC) that contains a record of all the books, journal subscriptions, media, and software owned or leased by all three libraries on campus. CLIC is accessible from computers in the library, from computing clusters and offices across the Creighton University campus, from the Creighton University Medical Center Hospital, and via the web from any remote location. The HSL/LRC web page allows the user to request literature searches, copies of articles in the library, interlibrary loans, as well as access to any other services and resources the library provides. The library also utilizes OCLC and DOCLINE, two international document delivery systems, to provide materials not available in the existing library collections. Articles can be delivered by e-mail, fax, and regular mail. Digital technology allows the library to transmit documents over the Internet to the individual student or faculty member's e-mail address. Lastly, the three Creighton University libraries provide access to nearly 17,000 electronic journals.

The Health Sciences Library teaches four credit courses, two of which are required and two of which are electives. The required courses include PTD 375: Information Retrieval and the Literature of the Health Sciences (one credit hour, School of Pharmacy and Health Professions) and PDO 133: Introduction to Computing (one credit hour, School of Dentistry). The courses are based on self-directed learning modules supplemented with lectures. In each course, student learning assessment is embedded into the course and the materials produced by students as course requirements.

C. Learning Through Technology

Creighton's Division of Information Technology (DoIT) provides centralized support for all colleges, schools, and divisions. Support for the School of Pharmacy and Health Professions is also provided by that School's Office for Information Technology and Learning Resources (OITLR). The Division has experienced tremendous changes since a new Vice President for Information Technology was hired in 2003. Faced with a campus backbone and technology infrastructure that was inadequate for learning, scholarship, and patient care in today's environment, the Division embarked on a strategic planning process to align IT development and support with the University's strategic goals and plans. The Division cites seven key IT trends and campus needs that guide its actions:

1. Ubiquitous web presence;

2. Fewer technology funding sources external to the university;

3. Growing expectation for rapid connectivity and network bandwidth;

4. Increase in mobile computing and communication devices;

5. Expectations of 24/7 technical support service;

6. Electronic commerce, and

7. Increasingly complex integration of enterprise applications.

The Division sponsors and leads several committees and working teams comprised of faculty members from across disciplines and distributed technical staff as a means of determining and evaluating technology needs and applications. These groups meet at least monthly and include:

• Network Administrators Group;

• Leadership Team;

• Blackboard Workgroup;

• Deans' Luncheon, and

• Classroom Technology Committee.

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In addition, personnel in DoIT work with college and school technology committees to determine technology standards for computer equipment and software applications focused on the facilitation of teaching, learning, and research. DoIT supports a myriad of computer labs within individual departments and in common spaces such as the three Creighton libraries. Staff members also assist in supporting lab spaces primarily maintained and supported by distributed IT personnel from various schools and colleges.

Enhancements in infrastructure such as wireless connectivity, universal email hosting and support, off-site access to campus servers via virtual private network (VPN) software, access to Microsoft Office software for home computers used to supplement on-site activity as well as campus machines through a campus-wide license agreement, video streaming, and significantly increased data storage capacity all work together to empower students and faculty to learn and teach when and where is it most convenient.

The Division provides computer purchase assistance to students, faculty, and staff by suggesting standardized base-level desktop and laptop configurations, ensuring that all users can access and use the same software and web-based applications. Computer technicians are certified to repair university-sold machines with replacement parts and computers in stock to facilitate efficient repairs all in an effort to get clients back up running with little down time. Creighton uses Blackboard™ as its enterprise level course management system. The use of Blackboard™ has expanded rapidly over the past four years, with over 591 courses using that application in the fall of 2006 for course delivery. In addition, the application is used to facilitate group space and is used by residence hall leaders to build community among students living on-campus.

The Division's Instructional Design and Development unit conducts weekly faculty development sessions centered on demonstration of technologies and their application to teaching and learning. In addition, the team provides technology consultation, research into new instructional technologies, and instructional design services for both onsite technology integration and online course development.

The Pipeline for Innovation is an internal grant process designed to foster academic innovations involving technology. The success of the pilot program in 2006 resulted in an 80% increase in the funding allocated to this initiative. The Division designed the Pipeline for Innovation initiative with input from faculty and staff across all colleges, schools, and teaching support areas. It provides a framework to assess the pedagogical value of new innovations, to uniformly track and analyze supports costs, and to fund exceptional proposals.

In the School of Pharmacy and Health Professions, the Office for Instructional Technology and Learning Resources (OITLR) provides technical support for students taking classes locally or virtually. As a fully developed IT unit would include data storage/backup, telecommunication, and network, OITLR was created to serve the teaching, learning, and technology support needs of the online Doctor of Pharmacy program. This online PharmD program covers the same material as the traditional on-campus pathway, but allows students to take didactic coursework using distance mechanisms (including the Internet and CD-ROMS), from wherever they live. Beyond that area of focus, OITLR promotes a culture and creates an environment that maximizes the integration

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and utilization of information technology in the workplace and educational settings of the School. The OITLR helps to support the School's computer technology infrastructure, provides faculty and staff development, and keeps the School abreast of innovative technology.

Both DoIT and OITLR employ instructional designers who assist faculty in the design, creation, and implementation of online courses and course modules. Originally intended to serve only the School of Pharmacy and Health Professions, OITLR's instructional designers now also provide support to faculty within the College of Arts and Sciences. In addition, the Executive Director of OITLR was selected as an Associate with the Office for Academic Excellence and Assessment. She represents the first non-faculty Associate selected in the six-year existence of that program. Her role as an AEA Associate involves providing distance education faculty development workshops and creating an online training course for faculty who want to fashion online instruction. Her newly-developed course has become the official training course for College of Arts and Sciences faculty members.

Strengths, Challenges, and Self-Recommendations

The strengths and challenges presented below were derived from three sources: (1) feedback received from faculty and staff during the self-study process, (2) feedback received from our Town Hall Meetings, and (3) other discussions among faculty, staff, and administrators. Self-recommendations were generated from those same sources, but have been in process through our regular strategic planning processes as well.

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Strengths

1. Faculty and staff understanding of the practice of assessment has increased substantially since 1997. Student learning goals or outcomes exist for all majors and accredited programs. Faculty are seeking ways to use evidence of student learning in support of resource requests.

2. The School of Pharmacy and Health Professions is a leader on campus in its work toward assessing Ignatian values and professional dispositions. Assessment leaders within this School are working to share their practices and successes with the rest of the University through the University Assessment Committee and the Office for Academic Excellence and Assessment.

3. The creation of the dual position Dean of the Graduate School/Associate Vice President for Faculty Development is a significant step toward supporting the teacher-scholar model within the Division of Academic Affairs.

4. The teacher evaluation systems that exist in each college and school are tailored to the types of teaching and learning that occur in each unit.

5. The availability of and support for technology in learning spaces has increased significantly over the past decade.

Challenges

1. Assessment of student learning within the College of Arts and Sciences has shown steady improvement over the past several years. However, the assessment plans promulgated by the College must be implemented, resulting in a practice of embedded assessment for all programs, the College's learning outcomes, and ultimately, the Core Curriculum.

2. Programs, colleges, and schools must remain vigilant about their assessment practices to ensure that direct measures of student learning are used whenever possible (rather than relying on indirect measures).

3. At present, no robust method exists for integrating evidence of student learning into the strategic planning and budgeting processes.

Self-Recommendations

1. The University will continue participating in the Higher Learning Commission-supported Academy of Assessment. The University's three foci in this initiative should continue to be:

   • building an assessment process for university-level learning outcomes, with particular focus on assessing student values and professional dispositions;

   • bridging the assessment of curricular and co-curricular learning; and

   • building a collaborative and supportive assessment peer-review process across the University.

2. Attention will focus on programmatic needs for teaching and learning technology, with continuing emphasis on the need to acquire evidence of student learning in the design of technology-rich learning environments. Assessment of learning in technology-oriented faculty development also will be enacted.

3. Methods for gathering and using evidence of student learning in the strategic planning and budgeting processes will be developed and implemented.

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Creighton
U N I V E R S I T Y

CHAPTER 9

CRITERION 4
ACQUISITION, DISCOVERY and APPLICATION of KNOWLEDGE
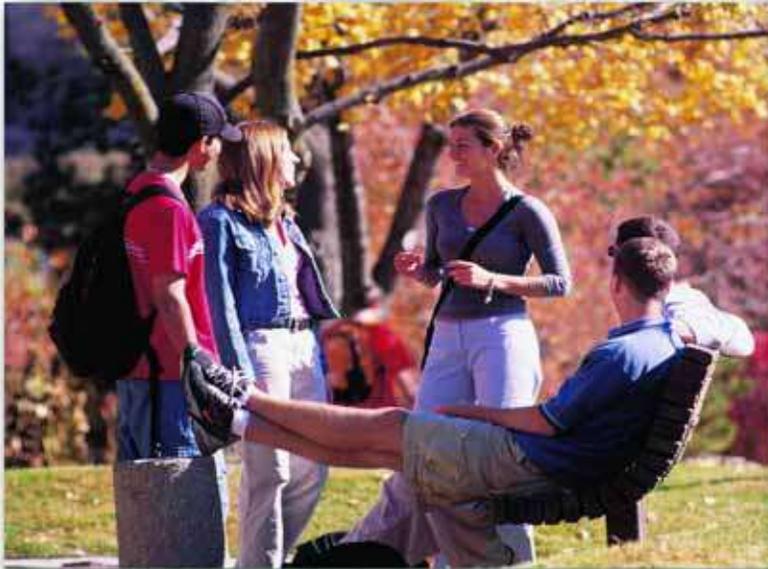
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Criterion Four: Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

As reflected in its Mission Statement and mandated by the Strategic Plan, including the Strategic Issues that focus the Plan for 2006, Creighton University is committed to developing teacher-scholars who will "pursue truth in all its forms." Supportive administration and staff work cooperatively with faculty to enhance and further that effort. In fact, the Mission Statement of Creighton University charges both to "stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world." Such an environment is necessary if Creighton is to truly "exist for students and learning."

To this end, the University commits resources to lectures, workshops, continuing education and travel opportunities in order to develop its constituents' sense of Ignatian mission and to develop them professionally as people who will contribute to the betterment of society. These holistic efforts supplement those in the individual units. In 2005 alone, for example, Creighton sponsored over fifty general lectures, bringing in notables such as Lech Walesa and Cynthia Cooper to address the larger societal issues that impact its mission. Creighton also introduces its constituents to speakers such as James Allison, who will challenge their views of "truth," mindful that such speakers may cause a level of discomfort. Because of its Catholic Jesuit heritage, however, Creighton engages these issues of the mind creatively, aware that its students should confront some of these challenges first on a Jesuit Catholic campus – where they can be guided by intellectuals of faith – rather than in the general marketplace of ideas – where they will not. In all of these endeavors, the University is fully supported by its Board of Trustees.

Over the past 15 years, many national meetings have been held about the identity and mission of Jesuit colleges and universities. A significant number of Creighton University representatives have participated in one or more of these conferences. In order to create a permanent faculty forum at Creighton on issues of identity and mission, the Faculty Mission and Identity Group was created by and for faculty members in 2003. The heart of any university is the faculty. If Creighton is to be Catholic and Jesuit precisely as university, widespread faculty familiarity with, interest in, and commitment to this identity and mission is imperative. The primary objective of the Faculty Mission and Identity Group is to stimulate among Creighton University faculty members study of and reflection on Creighton's identity as a Catholic and Jesuit University and to foster mission-specific activities in the areas of teaching, scholarship and service. The Group maintains an informative website and has sponsored several campus wide activities since its birth in 2003, the most successful of which is the annual Faculty Seminar on Jesuit Higher Education in the 21st Century. The seminar explores the history of and current issues facing Jesuit higher education. The program consists of ten Thursday evening meetings throughout the calendar year. In turn, each meeting consists of an informative introductory presentation by an expert and active discussion by all participants. Participants are also

encouraged to develop and report on a personal academic project. Nearly sixty Creighton faculty members have participated in the previous three seminars, representing all University colleges and schools, a large variety of disciplines and faith backgrounds, and all academic ranks. Given its success, the fourth Faculty Seminar will take place in 2007.

The University also offers spiritual enrichment opportunities for faculty growth and development, many of which are available to faculty throughout the year through the University's Collaborative Ministry Office. Believing that the spirit of a teacher is as important as the teacher's mind and body, this office engages faculty at their new faculty orientation, sharing the history and paradigm of Jesuit education. Retreats, Spirituality Plus lunches, and individual and online support are also available to faculty and staff.

Core Component 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

A. Developing Teachers

The University uses a variety of units to provide programming for faculty who want to improve their teaching skills and deepen their understanding of student-centered learning environments. The Office for Academic Excellence and Assessment (AEA) is the primary source of university-wide faculty development programming. Within the School of Pharmacy and Health Professions, the Office of Faculty Development and Assessment offers a variety of activities and services designed to promote and enhance teaching, learning, and assessment in Pharmacy, Occupational Therapy, and Physical Therapy. Since 2004, this office increasingly collaborates with AEA, sharing expertise and resources for the benefit of faculty throughout the University. The Office of Medical Education, within the School of Medicine, provides educational support and services to that School's faculty and students, and manages and coordinates the School's curriculum. The Academic Development and Technology Center (ADATC), within the Division of Information Technology, provides advanced technology training uiversity-wide for faculty wanting to develop new computer-based instructional technologies for use in their classrooms, laboratories, and clinics.

1. The Office for Academic Excellence and Assessment

Formed out of the Office for Institutional Research and Assessment, the Office for Excellence in Teaching, Learning, and Assessment (ETLA) was created in May, 2002 to establish a more formal location for faculty development and assessment assistance. The primary purpose of ETLA was to offer workshops, semester-long and academic year-long workgroups, and one-on-one faculty development in the areas of teaching effectiveness, learning theory and practice, and assessment. In 2003, the scope of the office was changed to incorporate faculty development, assessment of student learning, and to provide strategic support for the Vice President for Academic Affairs (VPAA). The Director of ETLA position was recast as Director and Assistant Vice President for Academic Affairs (upgraded to Associate Vice President in 2005), and a change in dynamic was enacted. Over the next year, the VPAA and the new Director expanded the scope of the office to include service-learning support, the scholarship of teaching and learning, university strategic planning, and institutional research.

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In 2004, the name of the office was changed to the Office for Academic Excellence and Assessment (AEA) to more accurately reflect the expanded scope of its activities.

Before the transition from ETLA to AEA, the former Director created a program of Faculty Associates to assist with designing and delivering faculty development programs. What started with three Faculty Associates per year has expanded to include up to six faculty and staff with special skills in learning theory, assessment, service-learning, and distance education. The AEA Associates continue to design and deliver programming, now made available to all interested faculty and staff across the University. In 2005, an interim Associate Director of the AEA was appointed to help manage the growth of programming.

Programming is designed and developed in consultation with Deans, department chairs, and individual faculty members to provide a foundation for learner-centered teaching as well as to keep the University's teachers abreast of current developments in teaching, learning, and assessment. The majority of AEA programming addresses issues related to learning, teaching, assessment, the scholarship of teaching and learning (SoTL), service-learning, teaching and learning technology, building a community of teaching scholars, and building a culture of assessment. In 2006, the Vice President for Academic Affairs hired a new Dean of the Graduate School, and recast the Graduate Dean's position as conjoined with that of Associate Vice President for Academic Affairs for Faculty Development in Academic Affairs. This change, modeled after the dual-role of the Director of AEA, created a focal point for providing support for faculty engaged in scholarship and grant writing. For example, the Associate Vice President for Academic Affairs for Faculty Development now targets and continues singular efforts to initiate collaborative research development, earlier begun by the Vice President for Academic Affairs and the Vice President for Health Sciences and supported by resources from both. Since her appointment, the Associate Vice President for Academic Affairs for Faculty Development and AEA have collaborated extensively on all aspects of faculty development and assessment. The AEA has been the focal point for SoTL support, driving Creighton's participation in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL): Mentoring Newer Scholars of Teaching and Learning Cluster through June 2006, and participation in the CASTL Leadership Program with the same cluster of schools. Creighton is a co-leader of that cluster, along with Rockhurst University and Columbia College Chicago. This cluster of schools annually hosts the SoTL Summer Institute. Creighton will host this institute in 2008 – 2010.

Faculty demand for more services from the AEA has driven us to move some training online. Within the past year, we have created two online courses: The Pedagogy of Service-Learning, and Introduction to Online Learning and Teaching. In 2004, the AEA donated its teaching, learning, and assessment library to Creighton's Reinert Alumni Library (RAL) on permanent loan. This 226 book collection is now available for use by all faculty, staff, and students, and can be searched topically or by the letters AEA. Faculty who participated in the 2004-2005 SoTL Mini-Grant Workshop provided examples of peer-reviewed SoTL journals from their disciplines. In collaboration with RAL librarians, a complete list of all known peer-reviewed SoTL journals was created, added to the online catalogue, and is searchable by discipline.

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2. The Office of Faculty Development and Assessment

The Office of Faculty Development and Assessment was established in the School of Pharmacy and Health Professions in October 2002 when the responsibilities of the Associate Dean for Faculty Development and Assessment were augmented with a charge to coordinate programmatic assessment activities. The mission of the Office is to facilitate the development within the School of a transformative learning community that is centered on enhancing faculty effectiveness and promoting student learning. This Associate Dean chairs the School's interdisciplinary Assessment Committee, which looks broadly at the School's programmatic assessment agenda, and assists with the coordination of efforts of the three discipline-specific Assessment Committees. The Associate Dean for Faculty Development and Assessment is assisted in her work by an associate director and a database manager.

Specific areas of focus for faculty development programs were identified initially through a faculty needs assessment and via input from the School's interdisciplinary Faculty Development committee. Those engaged in program planning are fully aware of the productivity and performance requirements for successful bids for promotion and tenure, and often plan development sessions to introduce strategies for success in meeting expectations. A Professional Development brochure is generated each semester, listing available development opportunities for faculty.

A new faculty orientation session specific to the SPAHP is held every fall semester, and new faculty members are invited to participate in a monthly developmental workgroup that meets throughout the academic year. Topics addressed by the discussion-driven workgroup include the development of teaching philosophy, teaching tips, active learning strategies, teaching with technology, time management, rank and tenure planning, and the scholarship of teaching, learning and assessment. Access to teaching and learning enhancement articles made available by the Professional and Organizational Development (POD) Network in Higher Education are available on the Office's web site.

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The School's Office of Faculty Development and Assessment often works closely with the School's Office of Information Technology and Learning Resources (OITLR) and the University's Office of Academic Excellence and Assessment when planning development programs for School faculty. The OITLR supports the computer technology used by faculty and students, local and distant, and provides training and resources for online course design and development. Both of these Offices offer a wide array of development programs and workshops that are either targeted (OITLR) or open (AEA) to School faculty. School faculty members have participated actively in these programs, and have often been recipients of the small course and/or learning assessment grants sponsored by AEA.

School-sponsored faculty development opportunities are also made available to volunteer (preceptor) faculty, School of Medicine (SOM) faculty who teach pharmacy students, and the educational mentors hired to support faculty teaching in the Web-Based Doctor of Pharmacy pathway. SOM faculty, as well as preceptors and educational mentors living in the Omaha area, are welcome at any School-sponsored faculty development program. In addition, the Office

of Experiential Education hosts a preceptor development program on an annual basis for all pharmacist preceptors who educate experiential (both early and advanced) students. A program will be offered at the School for local preceptors and an on-line version is being developed for distant preceptors. The primary objective for this annual program is to educate practitioners about how to better educate Creighton students in the practice environment.

The SOM's Office of Medical Education has been very receptive and supportive of investigating opportunities for collaboration around faculty development issues. For example, the Director of Faculty Development and Assessment in the SOM is serving as a consultant to the School's Assessment Committee as the members develop a proposal to enhance teaching effectiveness throughout the School. In addition, a Distinguished Lecturer (Dr. Ronald Epstein) was sponsored jointly by the SOM and the SPAHP. The SOM advertises the School's faculty development opportunities to their faculty and, since 2005, the AEA has produced a brochure detailing all faculty development opportunities, making that information available to new faculty at the University's new faculty orientation.

3. The Office of Medical Education

The Office of Medical Education (OME) is the most functionally diverse of the three offices housing faculty development staff and programming. Their Programs to Develop Excellence in Teaching and Learning include the International Association of Medical Science Educators webcast series, as well as the Summer Initiative for Teaching Excellence (SITE). Inaugurated in 2006, this three-day long intensive period of study, conversation, work, and reflection about teaching and learning is offered to all faculty in our Health Sciences schools. Throughout the year, the OME provides programming to help faculty improve their teaching and testing skills, their evaluation of student performance in clinics and clerkships, and their engagement in the scholarship of medical education. Additional programming is offered by prominent visiting faculty.

The OME manages the medical school curriculum, certifying that it conforms to national standards and providing support for assessing student learning within the curriculum. The office develops and manages the system by which students evaluate all of their courses and clerkship, including the construction of assessment tools, the collection, analysis, and management of student evaluation data, and the preparation and distribution of results to the School's Educational Policy Committee, the Medical Education Management Team, course and clerkship directors, and faculty and department chairs. Centralizing the oversight of the curriculum and the assessment and evaluation of the curriculum assists the School in identifying and enacting necessary changes in an optimal time frame. The OME also houses the Office of Academic Computing for the School of Medicine. This office provides information technology support services to medical students, ensuring that students are competent in the learning technologies used by faculty within the School.

4. Academic Development and Technology Center

The Academic Development and Technology Center (ADATC) has served nearly 130 full-time faculty members from the nine schools and colleges within

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the University through technology fellowships since 1994. The ADATC is the only endowed center for faculty development on campus. Both academic year and summer intensive eFellowships are available to selected applicants with Department Chair, Dean, and Academic Vice Presidential approval. The program is designed to teach faculty about technological training, tools, and support services to enable them to develop new computer-based instructional technologies for use in their classrooms, laboratories, and clinics. A unique aspect of the program is that individual colleges or schools receive a stipend from the ADATC to support faculty release time. All faculty members receiving eFellow appointments are required to have a full-featured notebook computer supplied to them by their college or school. All of the faculty training is offered in a specific location on campus which is well equipped to handle both wired and wireless Ethernet access. Faculty members are actively involved in learning exercises within the Center and they demonstrate their learning achievements in a twice annual campus-wide seminar program sponsored by the ADATC.

5. Other Faculty Development Programs

Additional development opportunities in the use of technology for teaching and learning are available through Creighton Division of Information Technology's Academic and eLearning Technologies area, which includes the Academic and Development Technology Center (ADATC) and Instructional Design and Development (IDD). The IDD provides faculty development seminars on a range of topics, primarily focused on the introduction to software packages and their application in the teaching and learning environment.

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Within the School of Nursing, faculty have established teaching circles to support and develop teaching excellence in nursing, and several faculty participate in the American Association of Critical Care Nurse's Professional Nursing Network™. Workshops have been sponsored by the School on teaching-learning related topics such as pedagogical theory, and test item construction and analysis. Several faculty are engaged in the scholarship of teaching, and have received time for training, networking, and attending relevant conferences, and access to technology, experts, and consultants. A proposal submitted by SON faculty won University funding for a new, highly competitive initiative ("Pipeline for Innovation" award) that focuses on teaching innovations and technology. SON faculty members contribute to teaching excellence across the university through participation in the university-wide Carnegie Teaching Academy Project, cross-discipline Teaching Circle discussion groups, and grading and teaching workshops conducted by the Office of Excellence in Teaching, Learning, and Assessment. In all but one of the last five years, one to two nursing faculty members have been selected for participation in the competitive, annual e-Fellows program, a rigorous course to develop faculty skills and pedagogy that are technology-based.

The School of Dentistry offers a planned faculty development program which is managed by the Dean and the Assistant/Associate Dean for Academic Affairs and tracked via the School's Annual Performance Review and Goal Setting Process. This active and ongoing process also includes activities which are coordinated through the department chairs. These activities are structured in such a manner as to both support and satisfy the objectives associated with the Faculty Performance Guidelines as well as the pertinent sections of the *Creighton*

University Handbook for Faculty that deal with rank and tenure considerations. Both of these define and measure faculty development. The faculty development program at the School culminates annually in an annual report prepared by each faculty member that lists previous year's accomplishments and outlines next year's goals. The chairs review this information and discuss it with the faculty members on an individual basis. Areas of strength are congratulated and areas in need of development are noted so that faculty can be assisted in participating in appropriate faculty development events. These events include mentoring by senior faculty, providing assistance with lecture preparation, test construction, grading standardization, and research activity. Fifteen to twenty Faculty In-Service sessions are presented annually, covering topics such as clinical dentistry, education, management, and information technology. Faculty also benefit from opportunities to attend the School's Annual Faculty Retreat, continuing education courses, and meetings of professional organizations.

The College of Arts and Sciences offers an academic year-long, monthly new-faculty seminar covering issues of teaching and learning, scholarship support, rank and tenure, and the culture of the College and University. The Health Sciences Library sends weekly updates about their book and journal collections via their Quick Bytes e-newsletter, with back copies available on the web. Reinert Alumni Library keeps the campus updated about their additions via their *Creighton Cornerstone* Newsletter.

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Creighton University Press provides an outlet for exemplary scholarship in the areas of Irish studies, theology, and health policy and ethics. The University was a founding member of the Association of Jesuit University Presses. Creighton University Press continues producing knowledge in an environment consistent with the guidelines outlined by the Associated University Presses of America. The Creighton University Press specializes in the areas of Irish studies, theology, and health policy & ethics.

B. Balancing Support for Teaching and Scholarship

As noted earlier, the position of Graduate Dean was combined with the newly-created position of Associate Vice President for Academic Affairs for Faculty Development in 2006. This dual position was generated in response to an expressed faculty need for more visible support of scholarly activity within Academic Affairs. The teacher-scholar model is the expressed focus for this position. This model is consistent with Creighton's mission and core values as a Catholic Jesuit university by promoting scholarly research and interdisciplinary activities. The Graduate Dean oversees graduate programs in Arts and Science, Business, Nursing, Medicine and Pharmacy, working closely with the Deans in these colleges and schools to promote excellence in graduate education and a corresponding growth in research. The Graduate Dean also collaborates with these schools on target enrollment and proposed graduate programs, maintaining a shared database on enrollment, tuition, tuition discounts, scholarships and stipends. The Board of Graduate Studies and the Graduate Dean work to frame policies and procedures related to graduate education. The Graduate Dean also holds ex officio membership on the University Rank and Tenure Committee. As Associate Vice President (AVP) for Academic Affairs for Faculty Development, this position creates activities for building a more visible focus on and support for scholarship. The Graduate Dean/AVP is working with a faculty task force

appointed by the Vice President for Academic Affairs to generate a proposal that addresses resource needs for supporting and promoting scholarship in Academic Affairs, and to identify short and long-term activities as well as a resource plan to institutionalize support for these activities. This group will serve as an advisory group in guiding and prioritizing activities for the coming year. In addition, the Graduate Dean/AVP works collaboratively with the Office for Academic Excellence and Assessment in faculty development activities and new faculty workgroups.

Individual colleges and schools seek to support balance in their faculty as teacher-scholars and teacher-clinicians. Teaching faculty in all of our colleges and schools are evaluated by their students and reviewed by Department Chairs or other administrators. In the School of Medicine, compensation plans for clinical faculty tie a portion of clinical faculty incentive compensation to teaching performance. Faculty new to the School of Dentistry work with senior faculty or their Department Chairs to create a plan of research and scholastic inquiry, made contingent on the specific role of the faculty member in a specific department. Resources are made available to seed faculty members' research and other scholarly interests. In the School of Medicine, medical education is the primary focus with approximately 26% of overall faculty effort within the school devoted to education. Medical education is interwoven with research and clinical activities within the School. A Research Strategic Plan is in place to guide the growth of research with new programs within the basic science and clinical departments to stimulate research participation by faculty. Creighton is a partner with Tenet Health Corporation in the operation of the CUMC Hospital. The partnership agreement mandates annual capital investment into the hospital by Tenet, resulting in substantial increases in technology through which to care for patients and provide exemplary training to the medical students.

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C. Developing Staff

Numerous opportunities for development are available for staff and faculty throughout the organization. Established in 2001, the Center for Professional Development, within University College, offers non-credit courses and certificate programs designed for working adults and families. These include:

• An ACT Prep Course for students and their parents, and

• A twenty-eight hour LSAT preparatory course.

• A Foundations of Effective Supervision program designed for supervisors and administrators who are newly-promoted or new to Creighton. This comprehensive, eleven-session program provides practical knowledge and skills needed to effectively supervise and create a culture of leadership, trust, and accountability.

• The Human Resource Generalist Certificate Program--a ten-session, non-credit program created to provide staff with a working knowledge of the theories, requirements, and practices currently being used in the field of human resources.

- A non-credit course preparing staff to sit for the Certified Information Systems Auditor (CISA) exam, offered in cooperation with Creighton's College of Business Administration faculty.

- A Certificate in Supervision program, designed for new supervisors, employees soon to be promoted to a supervisory position, and non-supervisory personnel wanting to learn more about effective supervision; it is open to persons throughout the greater Omaha area.

- A variety of programs, offered each semester by Employee Development, dealing with the day-do-day issues of our staff, administration, and faculty. The programs highlight communication skills, customer service, leadership and management techniques, and the appreciation of ethnic and cultural diversity.

As with faculty development, staff development is decentralized across the university. To keep staff members abreast of advances in computer hardware, software, and uses of technology in teaching, learning, and the workplace, our Division of Information Technology offers a variety of training opportunities open to students, staff, and faculty.

- *Technology Presentations* are designed to give attendees an overview of new technology issues and applications.

- *Tips and Tricks* is an emailed weekly update providing time-saving tips for users of Microsoft Office products.

- *Technology Training for Employees* provides staff and faculty basic technology training classes in Internet essentials, office applications and services, and administration systems.

- *Training for Faculty Only* provides week-long and semester-long specialized workshops and online modules for faculty who use technology to enhance teaching and learning. The flagship event is the competitive *eFellows Technology Mentoring Program* an intensive, year-long hands-on seminar designed to teach faculty about the hardware and software applications that can be used to teaching.

D. Knowing Our Students

Knowing our students well helps us to make the best University for them. Creighton adapts curricular and co-curricular experiences to fit their needs and learning styles, living and learning spaces are designed to fit how they prefer to be students, and opportunities to provide feedback are offered so they can help us help them. Our data collection and analysis starts before they arrive at Creighton. Through our Office of Enrollment Management, we learn as much about our students as possible so we can build the best, most diverse student body that fits with a Creighton education. While students are with us, our Office of Institutional Research conducts surveys through which to understand student growth. The Division of Student Services also conducts surveys to better understand student preferences in residence life programming, dining options, and other issues of importance to students. The Center for Service and Justice (CCSJ) provides reflection opportunities for students who engage in Spring Break Service

Trips, service work, and immersions throughout the year. The CCSJ hosts an annual lunch program, available to all faculty, students, and staff, at which the student leaders of Spring Break Service Trips discuss their experiences and how they relate to their other educational experiences at Creighton. Our colleges, schools, and departments regularly talk with their students, with many engaging in discussions and interviews when these students near graduation. All of this information helps our faculty and staff provide information to administrators throughout the year and during our annual strategic planning and budgeting process. Collectively, this form of strategic decision support allows everyone to be a part of the strategic planning and decision making process.

1. Enrollment Management and Admissions

Knowing our students requires that we both know who they are, how they are likely to fit within our culture of living and learning, and how they fit within our mission-driven market position.

Each new undergraduate student who enrolls at Creighton is invited to respond to the Enrolling Student Survey. Of the 69% of the 2006 enrolling class who completed the survey, the top five reasons why they chose to attend Creighton are:

1. The overall academic reputation of the University.

2. The quality of a specific academic major.

3. The merit and/or financial aid they received.

4. The availability of a specific major.

5. The fact that Creighton is a Jesuit, Catholic university.

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Many students are attracted to Creighton University because of the quality of the preparation they will receive to gain entrance into post-graduate professional programs. About 90% of the growth in freshmen and transfer enrollment in the past four years has been in students focused on a major in the pre-health sciences. In our 2006 class, 59% of new students stated that the success of graduates placed in graduate schools was a very important reason for attending Creighton. In 2005, 23% of our traditional undergraduate seniors enrolled into one of our professional schools, with 59% of our traditional undergraduate students enrolling in some professional or graduate school. In that same year, 18% of our traditional full-time seniors applied to one or more medical schools in the United States. This high percentage of the School of Medicine's applicants ties us for the fourth highest percentage in the nation, along with Dartmouth University, Stanford University, and Duke University.

Creighton also has maintained its increase in the number of students of color – we now are at 18.1% of the class – and Creighton has increased the number of students of color by 54% since 2002. A total of 18.6% are either students of color or international students. Another area of targeted growth is students who succeed in class performance, or perform service and leadership while in high school. Our analysis demonstrates that success in those three areas is a substantially better predictor of success at Creighton than is relying

on grades and standardized text scores. Leadership and service also are closely allied to our sense of mission. Thus, we have adjusted our merit award process, providing fewer merit awards to students who bring only high ACT test scores and increasing merit awards to students who better fit our mission in a well-rounded manner.

2. Institutional Research

The Office of Institutional Research administers a sequence of surveys to students and alumni which provide the University with the information it needs to respond to current needs and evaluate long-range learning outcomes. Each year, entering freshman participate in the Cooperative Institutional Research Program (CIRP) Freshman Survey during their first weekend on campus. This survey provides demographic information as well as secondary school experiences, expectations of the college experience, reasons for attending college and a view of their attitudes, values and life goals. At the end of their freshman year, students participate in the Your First College Year (YFCY) survey. Many of the questions in those two surveys are the same, allowing us to track cognitive and personal growth of students over their freshman year. At the end of their senior year, students respond to the College Senior Survey (CSS). The CSS questions are tied to the CIRP and YFCY questions, allowing us longitudinal data on cognitive and personal growth across the students' time with us.

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Data from these three surveys are nationally normed by the Higher Education Research Institute (HERI), allowing us to compare our students' growth and experiences with those at similar and aspirational institutions. For example, data from the 2005-2006 CSS show that Creighton seniors are more satisfied across all dimensions of the University than are seniors at other Jesuit or private institutions.

Student Interaction with Faculty - 2006 CSS
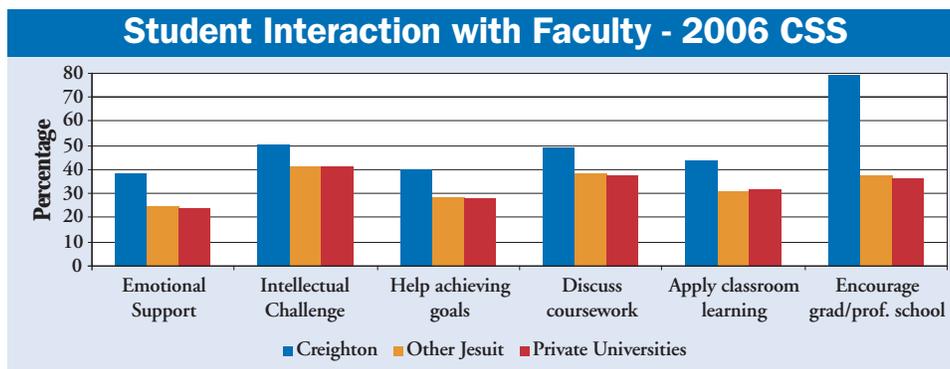
Similarly, data from the 2005–2006 CSS shows that more Creighton seniors report high quality interactions with faculty than do students at other Jesuit or private institutions.

We have surveyed our alumni consistently since 1994. Our alumni survey sought information about our graduates' attitudes toward values and behaviors relevant to our mission and what we believe those graduates' learned while at Creighton. We also included twelve questions that were asked in the CIRP, YFCY, and CSS surveys. This expanded our ability to track students' cognitive and personal growth beyond the University, at the seven and seventeen year intervals we use to survey our alumni. In 2006, a subcommittee of the University Assessment Committee

Senior Satisfaction with Creighton - 2006 CSS

(Legend: Creighton, Other Jesuit, Private Universities; categories: Courses in your major, Quality of instruction, Amount of contact with faculty, Academic advising, Finding faculty/staff mentor, Sense of community among students, Overall college experience)
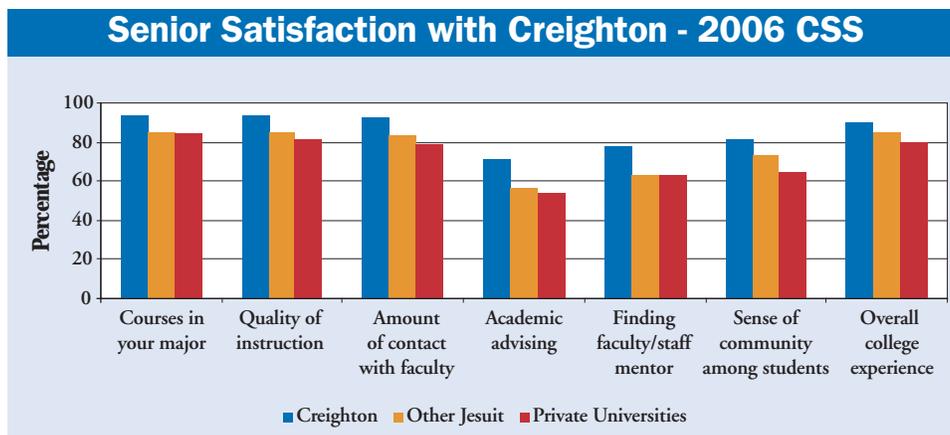
conducted a significant revision of our alumni survey. We retained nine of the questions from the three student surveys, maintaining our ability to track individuals across those seventeen years after they leave us. However, we significantly reduced the number of attitudinal questions, replacing many of them with questions seeking information about the enactment of behaviors related to our mission and our university-level learning outcomes. Results of our alumni surveys demonstrate that alumni satisfaction is shaped by their perception of their academic preparation (i.e., to think analytically, to examine problems from multiple perspectives and solve them creatively, to compete effectively and to excel in their careers) as well as their perception of personal development (learning to balance priorities, gaining a sense of social responsibility, being influenced to serve others and growing in religious convictions).

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The Office of Institutional Research also supports strategic decision-making by maintaining and making available basic institutional information as represented in the Fact Book, providing reports on Freshman Attrition and Alumni Survey data, as well as making available regular research bulletins. Research Bulletins are provided approximately once a month during the academic year; these report on current or recently analyzed data about Creighton students and faculty. In the 2005–2006 academic year, for example, four Bulletins issued based on Freshman and Faculty HERI Survey data. These focused on the *Spiritual Lives of Creighton Freshmen and Spirituality and the Professoriate*. One Bulletin combined information from the four different HERI surveys to examine the different perceptions of Diversity Issues on campus, and another examined how Senior Year Experiences differed by major area of study.

While the current student-alumni survey program provides the University with important information about cognitive and personal growth during the college years and behavioral assessment as alumni, we have not yet developed a process by which to evaluate how our alumni succeed in their work. Institutional Research took an initial step in that direction by working with the Office of Alumni Relations to survey alumni about current alumni services and their attitudes regarding opportunities for University-alumni interaction. Much was learned about the use of email-based and Web-based surveying, which was put to use in 2006, when the IR-sponsored alumni surveys were conducted via the Web for the first time. The Office of Institutional Research will be working with the Alumni Office, Career Services and Enrollment Management in the following months to develop a tool that will provide this information.

3. Department of Residence Life

From 1997 through 2001, students living in our residence halls completed the Quality of Life survey each year. The results of that survey provided information for a feedback loop, but were ineffective because the items in the survey were often changed or amended, and the tool was not properly developed to determine the statistical validity of factor loadings. Beginning in the fall of 2002, the Department of Residence Life began using the Association of College and University Housing Officers-International Resident Assessment. This student survey provides data across fifteen factors and allows us to compare our findings to a variety of cohort groups. The results of the survey over the past four years demonstrate that students are highly satisfied with their involvement with others in the residence halls, feel very informed by staff, and are pleased overall with all aspects of their life in the residence halls, with the exception of dining services. However, due to housing availability for freshman and sophomores, the increase in the number of freshman and sophomores requesting campus housing, and our commitment to provide additional campus housing options for juniors and seniors, the undergraduate population cannot grow unless we build more residence hall space for the freshman and sophomores.

The Department also uses data tracking and analysis to inform the content and types of programming they provide to residents. From 1997–2006, 50% of all programming focused on community building, while the remaining programs targeted educational, spiritual, and wellness areas. An average of 476 such programs are delivered each year. Since the Department supports and advises the Inter-Residence Hall Government (an umbrella organization for councils in each residence hall and apartment), focused attention on increasing voter participation in this form of student governance has resulted in a 14% point increase in student voter turn-out.

Core Component 4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

A. Ratio Studiorum Program

Similar to many schools, Creighton University has a Freshman Program through which it orients students to living and learning at Creighton, socializing students to the Creighton culture, and helping students understand the types of resources available to them. Discussions to enhance the current programs for first-year students began in Spring, 2001. Since that time, two ad-hoc committees and one faculty seminar group have addressed the issues. The first committee was co-chaired by the former Dean and the former Associate Vice President for Student Services, and the second was chaired by the then Director of Freshman Programs. A "Freshman Seminar Seminar" was also led by a senior faculty member within the College. These groups drew ideas from a wide base of faculty, students and staff in each of our several undergraduate colleges and schools, producing three substantial reports from 2002 through 2004. The second committee mentioned above produced a substantial analysis of the Freshman Program and offered suggestions through which to improve the program. That committee's The Freshman Year at Creighton report detailed

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revisions to the program, designing the revisions around intended learning outcomes and increased classroom engagement.

The Vice President for Academic Affairs and the Vice President for Student Services, as well as the Deans of the College of Arts and Sciences, College of Business, and the School of Nursing, did not believe that the recommended changes articulated in the report or from the other groups fully addressed the deficiencies of the existing Freshman Program. Nor would enacting the recommendations produce a signature program as desired. Instead of implementing the recommendations, the two Vice Presidents convened a separate task force to revamp the Freshman Program from the ground up. This work, occurring during the 2005–2006 academic year, resulted in the construction of the Ratio Studiorum Program (RSP). Students entering Creighton in the fall of 2006 are the first class to participate in the RSP. The name "Ratio Studiorum" emanates from a Jesuit "plan of studies" bearing the same name and adopted in 1599 as a formal program for study at the university level. In an analogous manner, the new program at Creighton brings students to understand how the Academy works, how the curriculum functions to form them as young women and men for others, and how they can expect to grow and develop in the university setting. Each of the three undergraduate colleges and school maintains flexibility in how they enact the RSP so that it is attuned to the needs of their particular students. The College of Business Administration and the School of Nursing have fully subscribed to the new program. With that understanding, the following paragraphs outline a few of the most important features with reference to the College of Arts and Sciences.

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Within Arts and Sciences, the basic curricular requirement is met by a one-credit letter-graded course entitled RSP 101 ("Introduction to the Culture of Collegiate Life"). Led by a Faculty Preceptor, who is also the students' academic advisor, the course covers topics such as the value of a liberal arts education, academic and student integrity, obstacles to learning, and learning strategies. The summer prior to entering Creighton, the students read a book selected by the designated Faculty Preceptor that addresses self-exploration and self-discovery. The faculty member also worked with the RSP staff to select a junior or senior student who now serves as the peer leader for the group. These peer leaders (historically titled "decurions") have been trained by the Division of Student Services to lead and facilitate discussions on a number of topics for their RSP students.

Another major change will occur at the end of the student's freshman year. Rather than retaining their "Freshman Prefect" (advisor), sophomores will transition to a group of staff members called Pre-Major Advisors. Trained by members of the deans' staffs in the College of Arts and Sciences and the SPAHP, and co-trained through the Career and Academic Planning Program (CAP), these individuals will meet with their advisees four times during the sophomore year to assist primarily with Core scheduling decisions or SPAHP program requirements and the student's choice of major. An advising folder (either physical or virtual) will accompany the student from the freshman year to the sophomore year and on again as soon as the student declares a major.

In order to institutionalize leadership of the RSP program, the Vice President for Academic Affairs and the Vice President for Student Services have convened a Task Force, structured with representation from each affected unit or program,

and supported by subcommittees. The Task Force has been charged to:
(1) continue to monitor and implement the present program for the current
Freshman and Sophomore class, maintaining the progress achieved thus far;
(2) examine the original goals of the Ratio Studiorum Program, make
recommendations for revision of those goals (additions or deletions) as necessary,
so as to better define the scope of the Ratio Studiorum Program; and (3) assess
the current program structures and recommend changes to them for the
incoming freshmen class of AY 07-08, consistent with any revised goals. For
that purpose, the Task Force was advised to undertake general assessment of
current programming offered under RSP 100, RSP 200, and the pre-Ratio period.

B. Student Development

1. Student Learning

Perhaps no Division within Creighton has made more effort toward creating
a data-driven, student-centered operation in an age of accountability than has
the Division of Student Services. This Division's self-analysis report describes its
structures and processes, provides ample evidence of its program results, and does
not retreat from identifying program deficiencies. The report seeks connections to
the University's strategic plan, and the analysis of each unit within the Division
concludes with a specific action plan. This level of attention is indicative of the
new focus the Division places on understanding how its programs serve the needs
of its students and complement classroom-based learning.

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The programs within this Division address the entire lived experience
of students, always with learning and development in mind. Students are
oriented to Creighton through the Summer Preview and Welcome Week
programs. Sixty percent of new students participate in the voluntary Summer
Preview. In addition, Welcome Week is a nine-day fall orientation program
required of all students. Programming consists of physical relocation of students
into the residence halls, religious services, Deans' addresses, an explanation of
community values, student opportunities to engage in community service,
sessions regarding transitional issues, and a myriad of social networking
opportunities. Students new to Creighton who need help in developing the
skills needed for academic success can enroll in RSP 120: Strategies for Academic
Success, a course shown to dramatically improve student learning. Similar, but
less dramatic, improvements in learning occur with students who participate in
the Supplemental Instruction program. Educational Benchmarking Institute data
show that undergraduate student satisfaction with the services provided by our
Creighton Career Center have increased substantially following the hiring of a
new Director of the Center and the placement of a new Assistant Director into
the College of Business Administration.

The Center for Student Integrity is the department within the Division of
Student Services that addresses behaviors that are contrary to Creighton's
community values as articulated in the Student Code of Conduct and the
policies in the Student Handbook. The major emphasis of the discipline process
in the Center for Student Integrity is the education and development of the
student and the protection of other members of the University Community.
Additionally, the Center for Student Integrity has recently developed proactive
civic programs, the purpose of which is to develop in students a deeper

understanding of the role of the individual within a community. These programs also seek to help students investigate and clarify issues of integrity as they relate to their personal lives and their role in the Creighton community.

The Office for Multicultural Affairs provides students exposure to North and South Omaha and collaborated with multiple units on campus to facilitate CampusTown 2006, a three-day residential diversity awareness and prejudice reduction program for students. Through this Office, students regularly participate in regional and national conferences, including the 25th Annual Association for Jesuit Colleges and Universities (AJCU) Conference on Multicultural Affairs, hosted by Creighton in 2006.

2. Student Life

The Department of Campus Recreation has experienced significant growth in participation, with an approximate growth of 10% per year for the past ten years. In that regard, intramural sports has one of the highest ratios of Intramural Sports teams to students enrolled (nearly one team for every twelve students) in the nation. Student use of the Kiewit Fitness Center (KFC) and recreation services ranges from a high of 90% among freshman to 50% among professional students. A survey in the year 2000 showed that 69% of all students used the KFC on average three times per week. This high use rate of our recreation facilities has put a strain on the professional staff who manage the facility and programs, since there has been no growth in the number of those positions. Similarly, given the number of participants, the University lacks outdoor fields and space for fitness and wellness activities within the KFC.

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The Peer Education Office uses students to develop programming for their peers on topics such as alcohol and drug education, mental health awareness, and sexual assault and rape education. The Office seeks to address issues that affect the intellectual, social, spiritual, physical, and recreational aspects of student life. Student attendance at educational programming events ranged from 900 to 2,000 per year over the past ten years. Still, this Office is underutilized, since many students on campus remain unaware of the potential it holds. This has caused some burn-out among the student peer educators over the years.

For the past twenty years, the Skutt Student Center has been the central focus of campus socialization, allowing for student interaction and collegial exchange. It serves as the primary host for a majority of student, departmental, and administrative functions. Over the past four years, there has been an average of nearly 1,000 student events, more than 1,600 University events, and more than 100 public events hosted by the Center. The Center also serves as a training ground for students who are employed as building managers, coordinators, and regular student staff. Similar to the space problem confronting the KFC, the Center has become a victim of its own success with its available space fully utilized. This prevented the Center from offering many of the programs found at larger student centers or memorial unions on other college campuses. However, a number of those services will be made available beginning in 2008 with the opening of the new Student Living-Learning Center.

Intercollegiate athletics provides a public face for Creighton, with growing success in men's and women's basketball, men's soccer and baseball, and women's volley-

ball. In 2003, the men's basketball team moved its home court from the Omaha Civic Center to the Omaha Qwest Center, becoming the biggest sports draw in the Omaha area. Student athletes provide an example to other students through their academic success, service in the community, and high graduation rate.

There are many activities available to students, most of which are coordinated by the Student Activities Office. Its Program Board is the conduit for many activities such as dinner theater, lectures, debates, musical performances, Senior Week, and College Bowl. It also has registered 184 student organizations. The focus in the other programs offered through this Office is decidedly on developing students' leadership skills, whether through their participation in the Freshman Leadership Program, their training in leadership development as a member of a sorority or fraternity, their work as a Magis Ambassador, their work with Omicron Delta Kappa, of their general participation in sororities or fraternities, or in student government.

C. Faculty Research

Creighton University is committed to the pursuit of research and scholarly endeavors across a variety of areas. Faculty members are expected to demonstrate achievement in teaching, scholarship, and service. Achievement in scholarship is demonstrated through publication of books, reviews and articles, by activity in scholarly societies, artistic exhibits and performances, and by appointments as editor, reviewer, and referee. In addition, such factors as acceptance of patents, procedures and methods, and consulting activity are taken into consideration as appropriate to the discipline. An Annual Faculty Bibliography is produced each year and coordinated through the Graduate School. This publication includes individual faculty publications and grants, student dissertations and theses, and summary reports from departments and/or research centers across the campus.

Because Creighton University is a comprehensive university, the scholarly endeavors of faculty are quite varied. Here are some examples of that diversity:

- Within the School of Medicine, there are nine centers and institutes focused on clinical areas of research, including cardiology, cancer, allergy and asthma, health policy, infectious diseases, and osteoporosis.

- In the School of Pharmacy and Health Professions, an Office of Research was established in 2004 to provide support and services to assist faculty in their research efforts. Areas of scholarly focus within the School of Pharmacy and Health Professions include patient safety, increasing OT and PT services in rural areas, clinical education of students, educational assessment, teaching and learning, and health services research.

- The Center for Henry James Studies, housed within the College of Arts and Science and Department of English, is a nationally and internationally known center dedicated to the study of Henry James, one of the most prolific novelists and writers in American history.

- Research endeavors in the Department of Political Science and International Studies include democratic stability, religion and politics, international economics, and developing policy in the developing world.

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- Faculty in the Department of Physics conduct research in the areas of quantum physics, biophysics, and astrophysics.

- Areas of research focus within the Department of Psychology include children at risk for school failure; recovery from traumatic brain injury; and gender theory, cognition and education.

- The Center for Health Policy and Ethics areas of research include ethical issues associated with end of life care, palliative care and chronicity, justice issues for individuals marginalized in the health care system, and professional and clinical ethics.

- United States Agency for International Development awarded a grant to the Law School in 2005 calling for creation of a model Cuba/U.S. bilateral property claims settlement tribunal which can be offered to a transitional government in Havana after the Castro regime is gone. A team of six law and political science faculty are building this model.

Faculty and staff regularly seek external funding for their research projects. In the 2005/06 academic year, researchers submitted nearly $150 million in grant applications, with $43 million awarded. Over the past nine years the dollar value of grant applications has increased 89%. The number of grant applications has

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FY 2005-06 Grant Activity Listed by Academic or Administrative Unit				
Academic/Administrative Unit	Submitted		Awarded	
Arts & Sciences	$6,082,526	(56)	$1,025,016	(24)
Business Administration	$84,530	(2)	$57,000	(2)
Dentistry	$945,335	(18)	$518,750	(18)
Law School	$126,658	(2)	$445,000	(2)
Medicine	$126,105,265	(1157)	$31,030,484	(977)
Nursing	$1,378,971	(6)	$175,129	(3)
Pharmacy & Health Professions	$3,974,210	(43)	$1,200,594	(25)
University College	$0	(0)	$0	(0)
VP for Academic Affairs	$6,766,867	(18)	$4,912,337	(13)
VP for Health Sciences	$2,750,969	(18)	$3,225,494	(16)
VP for Information Technology	$0	(0)	$0	(0)
VP for Institutional Relations	$0	(0)	$0	(0)
VP for Student Services	$26,655	(4)	$9,457	(2)
VP for University Ministry	$440,436	(3)	$438,436	(2)
VP for University Relations	$0	(0)	$0	(0)
Other Administrative Units	$41,783	(2)	$4,184	(1)
Total	$148,724,205	(1329)	$43,031,881	(1085)

increased 46%. Across that same time period, the dollar value of grants awarded increased 93%. The number of awarded grants increased 46%. Internal funds are available to faculty, but amounts vary across the campus.

D. Learning Beyond the Classroom

Each of our colleges and schools offers opportunities for students to apply what they learn in the classroom or to apply new skills and ideas to other contexts. For example, the School of Law takes a three-pronged approach, teaching students first about the language and theory of law, then helping them develop skills in simulation courses (e.g., Legal Interviewing, Trial Practice), and finally engaging students to practice and develop their skills in real-life settings such as clinics and externships. In addition, all of our Health Sciences schools offer students the opportunity to apply their learning and practice their skills in a variety of controlled clinical settings. To help support this, each of our professional schools offers student services beyond what is provided by the Division of Student Services.

In 2003, the new Dean of the School of Pharmacy and Health Professions (SPAHP) began a revitalization, growth, and development effort to support and enhance faculty and student research. Programmatic support has been provided through a newly-formed Office of Research (established in 2004) to provide faculty and student research and scholarship development and support services. Specialized areas of programmatic support also have been launched over the past two years: 1) the SPAHP Faculty Research Development Grant Program, 2) the Office of Interprofessional Scholarship, Service, and Education (OISSE), and 3) the Creighton Health Services Research Program (CHRP). Faculty from all disciplines and departments, as well as faculty outside the School, are engaged in these programs to advance and develop their knowledge and skills through inquiry and discovery.

Students in the School of Dentistry are required by curriculum to participate in a group research project culminating in a research presentation. Interested students may participate electively in faculty-mentored independent research. These opportunities routinely occur in areas such as technology, biomaterials and biomechanics, learning and pedagogy, and health care/health services research.

The Campus Ministry Internship Program offers students discerning a call to ministry to gain practical ministry experience while they are engaging appropriate courses of study in theology, philosophy, pastoral ministry, or Christian spirituality. The program is comprehensive in that it tends to students' intellectual development, faith formation, and growth in acquiring professional skills for ministry. Interns are supervised and mentored by members of the Office of Campus Ministry staff as well as faculty members and, in some cases, professional teachers, pastors, and ministers outside the Creighton community. Thus, the program aims to help the students become more proficient in practical ministry and deepen their capacity for ongoing discernment.

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Core Component 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse and technological society.

A. Service and Service-Learning in a Global World

Creighton's Center for Service and Justice (CCSJ) provides extraordinary opportunities for students to engage in service and participate in immersions in North and South Omaha, on Native American Reservations, among populations of poor and displaced people throughout the United States, and abroad in the Dominican Republic and El Salvador. Students participating in Spring Break Service Trips undertake rigorous educational formation preparation for their trips so that they are prepared to work and dialogue with people of different cultural and socio-economic backgrounds. This preparation promotes reflection upon challenging experiences of economic, social, and cultural oppression and injustice. Student leaders of the SBSTs who lead training sessions also promote dialogue, understanding and friendship among participating students, who often possess diverse backgrounds themselves. While the preparatory efforts for SBSTs are exceptional, no effective methods of collecting data or measuring the skills, knowledge, or values students gain are yet in place.

The CCSJ organizes an annual Service and Justice Volunteer Fair each fall. Nearly thirty community organizations participate in the fair each year, providing students, faculty, and staff the opportunity to interact with the volunteer coordinators from those community organizations to find mutually beneficial volunteer projects for individuals and groups. To provide a vocation counseling service to students who may want to work with organizations such as the Jesuit Volunteer Corps or Peace Corps, the CCSJ holds an annual Post-Graduate Volunteer Fair (combined with the Career Fair beginning in 2006), a discernment dinner each spring, and individual counseling throughout the year. Each May, the Center celebrates the graduates who are going on to do volunteer work through the Post-Graduate Volunteer Missioning Ceremony.

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Creighton students, staff, and faculty participate in the Ignatian Family Teach-In for Justice/School of the Americas Pilgrimage each year to engage in prayer and protest against the U.S. Army's training programs for Latin American military and police personnel. Learning takes place across multiple issues and disciplines (e.g., U.S. foreign and military policy, moral decision-making, political participation, globalization, economics, and ecclesiology) in the preparation retreat, at the teach-in itself, during the vigil/protest experience, and during reflection sessions held in Georgia and back on campus after the pilgrimage. Students also engage in service activities through service-learning courses in many of our colleges and schools. In 2000, faculty within the College of Arts and Sciences participated in a two-year Hewlett Foundation-sponsored training seminar. The purpose of this seminar was to build the foundation for service-learning as pedagogy within the Ignatian tradition in that College. Twenty faculty participated in the program, leading the way to our participation in the Midwest Consortium or Service-Learning in Higher Education (MCSLHE). Currently, service-learning is supported through the Office for Academic Excellence and Assessment. More than $68,000 in grants to the institution and $21,000 in grants to faculty and staff have been awarded to Creighton by the MCSLHE over the past four years. Since 2003, Creighton has used a modified form of Andrew Furco's Institutional Assessment of Service-Learning. That

instrument has allowed us to understand the extent to which service-learning support is institutionalized and to target specific areas for further development and support on an annual basis. In 2006, Creighton staff have taken the lead within the MCSLHE to develop a consortium-wide program through which teachers and community partner organizations collaborate (CPSs) to assess student learning and evaluate the effect of service-learning courses on the CPOs and their clients. Also in 2006, a six-module service-learning training course was designed by AEA staff so that faculty can learn the pedagogy and assessment of service-learning at their convenience.

B. International Programs and Study Abroad

Our flagship program for international learning is Encuentro Dominicano, an academic, living-learning program integrating community-based learning in a cross-cultural immersion context. The Encuentro Dominicano program commenced in the 2004 – 2005 academic year, replacing the Semestre Dominicano program which ceased operations in 2004. At that time, the program was restructured to more closely reflect the rigor of campus programs, to monitor the larger needs of student life, and to afford greater participation by undergraduate students from the College of Business and the School of Nursing. Students in the Encuentro Dominicano program spend four months at ILAC Center (the Institute for Latin American Concern) engaging in service based on their interest in the humanities, social sciences, business, or nursing. During their stay, they engage in two, ten-day immersions with local Dominican families and take a variety of courses designed to fulfill many Core courses. An orientation to the Dominican culture, two weekend retreats throughout the semester, and re-entry orientations help students process and constructively reflect on their experiences.

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Each summer, Creighton faculty members lead student learning programs abroad. The courses offered during the summer of 2006 were indicative of travel courses offered before then. These courses included study trips to Ireland (Irish Literature, Literary History, and Culture), China (Buddhism), France (Paris: Ville du Monde), Spain (Encuentro España), El Salvador (Esslesiology in Context: The Church in El Salvador), Mexico (Field Biology of the Desert Southwest), Germany (The New Berlin), and Greece (Greek Art and Archaeology). Creighton has an affiliate program with the University of Limerick, Ireland. We participate in the International Student Exchange Program, allowing students to choose from 100 partner institutions in thirty-nine different countries. Overall, participation in study abroad has grown from thirty-nine students in 1996–1997 to 120 students in 2005–2006. Participation in Faculty Led Programs Abroad (FLPAs) has ranged from seventy to 124 students over the six years of its existence.

International student enrollment at Creighton grew steadily from 1996 to 2001, but has declined steadily since then, resting at less than 50% of its all-time high in 1999. This reduction has been due in part to the travel restrictions promulgated in response to the 9/11 tragedy, but has been exacerbated by the increasing cost of attending Creighton. Most of this cost to international students has not been offset by scholarship aid. An additional cause for this reduction may be insufficient funding allocated to advertising in magazines and directories overseas. International students may participate in our Intensive English Language Institute.

This program helps students attain English proficiency to enter the university at the undergraduate or graduate level. The IELI enrollment peaked in 1997–1998 with 246 students, but has declined steadily since then with small increases in 2005 and 2006. While the presence of international students declined, the growth of international scholars working at Creighton as research scholars or professors is growing steadily, with a decline occurring only in 2001–2002. These international scholars work primarily in our Health Sciences Schools.

C. Cardoner at Creighton

Cardoner at Creighton is a university-wide program funded through a five-year, multi-million dollar grant from the Lilly Foundation. Cardoner works through a variety of programs to accomplish four goals:

1. To lay the foundation for a campus culture of vocation-as-calling as integrated with Creighton's mission.

2. To empower students to pursue a lifelong relationship between their life's work and their vocation-as-calling.

3. To enable faculty and staff to incarnate their developing understanding of the implications of vocation-as-calling for their work.

4. To renew the sense of vocation-as-calling among alumni of Jesuit institutions.

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In addition, up to fifty sophomores can participate in the Cortina Community, a collaborative program developed by the CCSJ, the Department of Residence Life, and Cardoner at Creighton. This initiative is a communal, living-learning experience, rooted in the Ignatian tradition of the service of faith and the promotion of justice. Sophomores apply to be accepted into the program. Those who are accepted reside on the same residence hall floor and commit themselves to common courses and service activities focused on the pillars of: community (common residence and retreats), service (twenty hours of direct service each semester and strongly encouraged service trips), faith (daily individual and weekly group reflection), and justice (attendance at a justice-related, Cortina-sponsored lectures each semester).

Juniors, seniors, graduate, and professional students can participate in any of the special events and programs Cardoner sponsors each year. Examples include the Annual "Next Steps" Vocation Vacation, a weekend retreat focused on students. It enables these students to approach their next life steps in a purposeful, intentional way that maintains the spirituality and values gained during their time at Creighton. Other programs or events include Challenges, a daily readings book based on the Spiritual Exercises of St. Ignatius; book discussion groups; and a large number of lectures based on Cardoner's vocation-as-calling theme. Cardoner collaborates with the Student Success Office to provide a separate mentoring program for minority high school students who want to apply for college admission and for the Gates Millennium Scholarship. Cardoner also sponsors undergraduate and graduate student internships for students wanting to explore careers in church ministry. Cardoner summer internships allow students to work in ministry internationally, such as Guatemala in 2004 and work with the Maryknoll Missionaries in 2005.

Cardoner staff have facilitated a variety of retreats in our Health Sciences schools over the past three years. In 2004, more than 120 medical students, physicians, spouses, and Jesuit priests gathered together for a School of Medicine Retreat. The School of Medicine and the School of Pharmacy and Health Professions continue to host annual vocation-themed retreats, supporting these events from their own operating budgets rather than relying on the external funding provided through Cardoner. During this academic year, vocation-themed retreats will be expanded into the School of Dentistry and the School of Nursing. Next year, this retreat initiative will grow to include the School of Law.

Through Cardoner's programs, a number of Creighton faculty and staff have deepened their personal understanding of vocation-as-calling and have renewed their own vocation to their profession and to Creighton University. Examples of the breadth and depth of programming available to faculty and staff include:

- Vocation vacation weekend retreats, focusing on themes ranging from the vocation of family to sustaining ones vocation for the long-term to discernment during adult life transitions.

- Public lectures, such as Chris Lowney's lecture on his book, Heroic Leadership, attended by more than 900 Creighton faculty, staff, and administrators.

- Vocation Fellows (vFellows) who participate in vocation-as-calling training and retreats, who complete a teaching or scholarship project tied to the theological exploration of vocation, and who participate in monthly communal gatherings and mentoring of the following years' vFellows.

- Reading groups open to faculty and staff. To date, more than 1,000 people have participated in these reading, discussion, and reflection opportunities.

Beginning in 2004, Cardoner began offering annual retreats for alumni and their spouses. In the summers of 2005 and 2006, family retreats were offered for alumni, their spouses, and their children. Alumni have been invited to campus for guest lectures and workshops as well. In 2005, for example, Cardoner began collaborating with Creighton's Alumni Office, offering an afternoon workshop on the vocation of marriage and family.

As it is with most of Creighton's service-oriented programs that carry a learning component, Cardoner does not yet assess what the students, staff, faculty, and alumni learn by participating in those programs. However, Cardoner does engage in substantial evaluation, including satisfaction surveys of freshmen, pre- and post-tests across a variety of attitudinal dimensions within the Cortina students, the use of psychometric surveys, and event evaluation forms. In general, feedback received from Cardoner participants shows that they appreciate and have benefited from participation in its programming. Extending these anecdotal results to the campus as a whole is challenging, in part because there is no compelling evidence to demonstrate that vocation-as-calling has become embedded in the cultural practices and discourse at Creighton. Thus, Cardoner appears to work well for those participants who self-select its programming, but the effects of that programming have not changed the culture of the University as originally intended. In 2008, Cardoner will no longer exist in its present state. With further Lilly funding already committed, the program will move into a sustainability phase

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relying on the individual University divisions to continue its impact. Between 2006 and 2008, Cardoner will transition its efforts so that activities will be integrated into the Divisions of Student Services, University Ministry and Academic Affairs.

D. Educating Physicians for the Modern World

Within our School of Medicine, it is not enough that the students learn the theory and skills required to become licensed to practice medicine. A significant portion of the curriculum is devoted to recognizing the context of societal issues that arise during medical practice. The School integrates a focus on those issues across all four years of study as students' mastery of this broader view of medicine is assessed on written exams, papers, and by direct observation with actual and standardized patients. Standards for maintaining and assessing the value of the School's curriculum to society are set by the Liaison Committee on Medical Education (the School's accrediting body), and the School meets those standards. The School uses three surveys to track students' knowledge in this area. In the Association of American Medical Colleges graduation questionnaire, graduating students are questioned about technology skills and multicultural instruction, as well as medical care for underserved populations. The School's survey of alumni first-year interns and its annual survey of first-year residency program directors also address these topics. On the latter survey, program directors are asked to rate the School's graduates on performance in areas including cultural sensitivity and awareness, technology skills, and effective interpersonal skills. All survey data gathered are presented to the School's Educational Policy Committee to assist in the assessment of the effectiveness of the curriculum.

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E. Engaging the Local Business Community

Creighton's College of Business Administration hired a new Dean in the fall of 2005. One of his primary initiatives that first year was to reconnect the College with the local Omaha business community. Within his first year, the Dean engaged in discussions with more than 300 business professionals and organizations to better understand their scholarship needs and their needs for our graduates, and to help the College adapt to the needs of our local business environment. Dean Hendrickson expanded the reach of the Dean's office by participating in Omaha Chamber of Commerce initiatives and was a member of the Omaha Executive Institute. His presentations at local and regional business events, such as the Midlands Venture Forum, Rotary Clubs, the Nebraska Society of the Chartered Financial Analysts, and the Grow Omaha and Regional Economic Outlook radio shows has reestablished the College as a driving force in the minds of local business leaders. This change in leadership behavior also reestablishes consistency between the level of community involvement displayed by College faculty and the Dean.

F. Program Review

The process of program review within the College of Arts and Sciences and the College of Business began with a directive from the Vice President for Academic Affairs in 2002. Moving beyond the typical use of program review to inform decisions about resource allocations, the Vice President for Academic Affairs (VPAA) and the Deans of Business and Arts and Sciences designed the program

review process to be forward-looking, student-centered, and supportive of the University's mission. The evaluative system they created measures each program's contribution to students, the faculty, the institution, and the larger Creighton community. Experts external to the University are brought to campus to interview faculty, staff, and students, collecting data and information that: 1) demonstrates the contribution of a program to the institutional mission and planning priorities; 2) identifies duplication of work done in an academic program with work done in other programs or departments; 3) verifies student demand and projected enrollment; 4) indicates the complementary nature of a particular academic program with other essential programs or institutional functions; 5) correlates assessment of student learning outcomes to program objectives; and 6) demonstrates consistency among the educational and service objectives of the program.

The Deans of the Colleges manage the program review process, providing reports to department chairs, the VPAA, and other administrators as needed. An example of the latter occurs when a department's assessment practices need improvement. Upon that finding, the Director of the Office for Academic Excellence and Assessment would be copied on the report. Most of the programs within the College of Business Administration have been reviewed over the past five years and others will be reviewed in sequence. Nine of the eighteen non-accredited programs in the College of Arts and Sciences have been reviewed between 2003 and 2006. Five programs are under review this year with four more being reviewed during the next academic year. The three remaining programs will undergo a modified process of program review during their specialty accreditation reviews.

G. Developing a Technologically Adept Work Force

Faculty and staff can avail themselves of the expertise within our Division of Information Technology (DoIT) in order to learn how to apply technology to their teaching, scholarship, and support tasks. During the 2004–2005 academic year, 1,677 participants were trained in 242 sessions. All training modules designed and delivered by DoIT personnel are evaluated for appropriate content, delivery, and supporting materials from the faculty and staff members' perceptions. At this point in time, faculty and staff learning accomplished in DoIT training sessions is not assessed.

Core Component 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

A. Support for the Spirit

Instead of merely relying on policies, training, and oversight to ensure that faculty, students, and staff learn and work responsibly, the University works proactively to build and maintain a culture of responsibility. This begins with the orientations for faculty, students, and staff in which the staff members of the Collaborative Ministry Office explain the Ignatian paradigm and how it can be embraced as a compassionate culture through which to work for and with others. The premier program in this office is the Online Retreat. This retreat uses the movements of the St. Ignatius' Spiritual Exercises to help participants grow in spiritual freedom and the ability to find intimacy with God in the midst of their

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everyday lives. This voluntary retreat can be engaged individually, in groups comprised of Creighton faculty, staff, or students, or in concert with the thousands of people worldwide who take the retreat each year.

Living and learning in a modern university can be a stressful experience for the mind, body, and spirit. At Creighton, each residence hall, college and school, has a chaplain available to those who live and work there. Within the residence halls, the chaplains (all of them Jesuit priests) make themselves known and available to students. Some chaplains view their role as one of spiritual conversation, being with students during prayer and engaging in dialogue at a personal and spiritual depth rarely experienced in the students' other collegiate experiences. Chaplains in the schools provide general assistance to schools, coordinate student relationship building, offer Mass and prayer, and provide guest lectures about health sciences classes. While this service to the campus is very helpful, it is a loosely organized endeavor that could benefit from periodic planning and sharing meetings.

B. Support for Ethics and Inquiry

Creighton's Center for Health Police and Ethics focuses on reflecting Jesuit values through the teaching of and scholarly inquiry about ethics. The CPHE is involved in teaching required ethics content in all of the Health Sciences schools and their various programs at the CUMC Hospital. The Center hosts bi-monthly Roundtable discussions on timely topics in ethics and health policy. The Center also collaborates on Clinical Ethics Sessions with various departments within the School of Medicine, and works with departments across the University to provide campus-wide lectures and other presentations. The multi-disciplinary nature of the Center encourages a variety of perspectives and resources for topics of scholarly inquiry, conceptual analysis, and discussion.

Areas of sustained research include ethical issues of life, issues of justice (especially those dealing with people who are marginalized in the health care system), and ethics in human subject research. These areas of research often intersect, providing opportunities for collaboration outside of the Center. For example, recent work with colleagues from Eastern and Western Europe resulted in a book and Rockefeller Foundation funding for international research on the palliative care of Alzheimer's disease.

All three of the Creighton libraries espouse the primary goal of acquiring, organizing, providing access to, and preserving information for our students, staff, and faculty. Orientations and educational workshops are tailored to each of those three groups based on their specific needs. Specialty services are offered in each of the libraries. The Health Science Library conducts intermediated searches for the health science animal researchers through the Institutional Animal Care and Utilization Committee, saving the university the expense of unnecessary research. Partnering with the School of Medicine, the HSL provides online pathways to the literature used in support of Grand Rounds. The HSL and the Reinert Alumni Library (RAL) both use Instant Messaging as a communication tool to help students use library services. Based on feedback from students, the RAL has reconfigured its reference services to include the one-on-one Research Assistance Program (RAP), a program that has met with great success. The Klutznick Law Library is noted for its 750-book collection of rare legal texts and treatises from the 16th to 19th centuries. Increasingly,

all three libraries are collaborating on initiatives such as obtaining campus-wide licenses for electronic resources, sharing a Systems Librarian, and working toward a virtual institutional repository, led by the HSL. One of the biggest challenges when working with faculty outside of the professional schools is gaining access to classes to train students about how best to use the libraries' resources. The libraries have substantial expertise in integrating library services to the learning, teaching, researching, and writing endeavors. Faculty outside of the professional schools underutilize those services, relying on the minimal library training provided to students during freshman programming.

C. Linking Curricular and Co-Curricular Activities

The Center for Student Integrity promotes an environment where students are encouraged to act with professional, academic, and personal integrity and held accountable for integrity violations. The Center hosts the "What Matters to me and Why" speaker series to encourage reflection within the Creighton community on matters of personal values, beliefs, and motivations in order to better understand the lives and inspirations of those who shape the University. The Center celebrates examples of integrity by honoring an undergraduate student, a graduate or professional student, and a faculty or staff member with the Peter Faber Integrity Award. The Center also hosts the Center for Student Integrity Appreciation Luncheon to recognize and acknowledge the support and volunteer efforts of the University Committee on Student Discipline, Integrity Council, Greek Standards Board, and the Freshman Leadership Program Peer Review Board.

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When students are suspected of violating the Creighton Code of Conduct, they experience an integrated approach to discipline in which the emphasis is on education and development of the student and protection of the rights of other members of the University community. Efforts to assess what students have learned through their encounter with the discipline process are accomplished through the writing and analysis of reflection papers and focus group participation. Both of these efforts are designed to help students understand disciplinary probation, how that probation can affect their learning and Creighton experiences, as well as notions of accountability and responsibility.

D. Oversight of Research

A number of the advisory committees exist to guide ethical behavior in research, including the Research Compliance Committee, the Research Advisory Committee, Institutional Review Board, the Institutional Animal Care and Use Committee, the Radiation Safety Committee, the Radioactive Drug Research Committee, the Institutional Biosafety Committee, the Conflict of Interest Committee, and the Intellectual Property Board. Each of these committees is charged with the responsibility to oversee certain aspects of the organization's research functions.

The work of the Presidential Task Force for the Research Compliance and Sponsored Programs resulted in the creation of the Research Compliance Office in 2000. This office is the central location providing support for and oversight of research activities on campus. The Research Compliance Officer (RCO) chairs the Research Compliance Committee (RCC) and reports directly to the President. Along with the RCC, the RCO, with assistance from the General

Counsel's Office, ensures that university-wide policies relating to research compliance are developed and updated as appropriate. Overall, the Research and Sponsored Programs Compliance Plan provides guidance on research compliance issues to faculty, residents, staff, students, and research oversight committees. Grants Administration helps implement that plan by providing the services and resources needed to successfully obtain and manage funding for theircreative, scholarly, service, and research endeavors.

The Research Compliance Office has created a set of University compliance and research policies that govern research activities. In addition, the Institutional Review Board (IRB) reviews any proposed studies involving human subjects before they can be conducted at Creighton. To assist researchers, the IRB has developed the Investigator's Manual for the use of Human Subjects in Research. This manual is available on-line for ease of use. Similarly, in studies that will involve the use of vertebrate animals in research, researchers are guided by Investigators' Manual for the Care and Use of Animals in Research, a published, online manual. The Institutional Animal Care and Use Committee must also approve all such studies in advance.

Training sessions are offered regularly to make sure that faculty, staff and students remain current regarding any new research compliance requirements. In addition, the University has established a policy under which research personnel are expected to report any known or suspected noncompliant conduct related to research or sponsored program activities conducted and/or approved through Creighton University, as described on the Reporting Noncompliant Conduct in Research or Sponsored Programs page and the University policy contained therein. The University has established a confidential Research Compliance Hotline for any individual who wishes to anonymously report noncompliant conduct.

Under the University's Research Misconduct policy, research misconduct is defined as fabrication, falsification, or plagiarism in proposing, performing, or reviewing research or in reporting research results. The purpose of the policy is to ensure that all allegations of research misconduct are thoroughly investigated, to protect the health and safety of the public, and to promote the integrity of research conducted at the University. All allegations of research misconduct are investigated, and a committee is appointed to conduct an investigation into the allegations. The committee has the authority to recommend a wide range of sanctions which may be imposed in the event research misconduct is determined to have occurred.

The University, as well as each school and college, has guidelines for dealing with issues of plagiarism and other academic misconduct. The various schools and colleges within the University take the issue of plagiarism very seriously and deal with such issues in an efficient manner, trying to make sure that in the first instance of plagiarism, teaching about the subject accompanies appropriate disciplinary action.

The University also complies with the Digital Millennium Copyright Act in relation to copyrights of digital materials and software. A set of written policies and guidelines is in place to ensure ethical conduct in research and instructional

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activities. The fact that there are mechanisms in place to investigate allegations of violation also demonstrates the organization's commitment to ethical conduct.

E: Oversight of Intellectual Property

The University has adopted a written intellectual property policy that clearly defines the intellectual property rights of various constituents within the organization (i.e., the rights and duties of faculty member inventors, the school in which the inventor is employed, the University, etc.), including the rights of faculty who develop online courses and course materials. The policy describes the requirements for all faculty and staff to disclose inventions that meet certain applicability criteria described in the policy. The Office of Technology Transfer works with all faculty and staff in connection with inventions created at the University, evaluating the University's ability to legally protect the invention and attempting to find suitable markets for the invention. The Office of Technology Transfer also decides whether to include the invention in the University's portfolio or to return the invention to the inventor(s). In addition, the University has created an Intellectual Property Board to provide guidance and oversight to the Office of Technology Transfer. Thus, individuals with question or issues concerning intellectual property rights have written guidance and can find assistance within the University.

Strengths, Challenges, and Self-Recommendations

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The strengths and challenges presented below were derived from three sources: (1) feedback received from faculty and staff during the self-study process, (2) feedback received from our Town Hall Meetings, and (3) other discussions among faculty, staff, and administrators. Self-recommendations were generated from those same sources, but have been in process through our regular strategic planning processes as well.

Strengths

1. Creighton University is recognized as one of several schools leading the development and support of the scholarship of teaching and learning among its faculty. The University's selection by the Carnegie Foundation to participate in two separate Carnegie Academies for the Scholarship of Teaching and Learning (CASTL) demonstrates external validation of the University's efforts, the SOTL expertise among our faculty and staff, and the University's financial commitment to this form of scholarship.

2. The level of collaboration among a) the Office for Academic Excellence and Assessment, b) the School of Pharmacy and Health Profession's Office of Faculty Development and Assessment, c) the Office of Medical Education, and d) the Office of the Associate Vice President for Faculty Development in designing and delivering faculty development programming embedded with assessment training has sharply increased over the past four years.

3. A significant number of continuing education opportunities are available to our faculty and staff through University College, the School of

Medicine's Continuing Medical Education Division, the Division of Information Technology, and the School of Dentistry's continuing education courses.

4. Information regarding the quantity and quality of our incoming students is at an unprecedented high level. The use of the Higher Education Research Institute's (HERI) surveys at matriculation, the end of freshman year, and the end of senior year allows us to track undergraduate students' attitudinal and behavioral changes during their time at Creighton. The use of a subset of HERI-survey questions in our alumni survey allows us to continue tracking those students' attitudes and behaviors seven and seventeen years after graduation.

5. The construction of junior-senior town homes on our east campus has begun to create a living-learning environment that will culminate with the construction of the new Student Living-Learning Center. The presence of juniors and seniors who have committed to living on campus has increased student interaction and leadership between juniors-seniors and freshmen-sophomores.

6. The Division of Student Services has made significant progress towards partnership in the assessment of student learning. While this Division's efforts are not fully integrated into curricular assessment efforts, they are working as a full partner in the University Assessment Committee and with the Office for Academic Excellence and Assessment. The inclusion of the Division of Information Technology and the Division of University Ministry on the University Assessment Committee signals the potential for including these Divisions in co-curricular assessment as well.

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7. The number and quality of service opportunities available for students throughout the University is quite high. Faculty and administrators in each college and school work with students to create and lead service work and trips off campus. The Center for Service and Justice is an exemplar of how a small staff with limited funding can make an exceptionally significant difference in the service lives of students.

Challenges

1. A significant portion of staff development programming and faculty technology training ignores the assessment of learning. This deficiency prevents us from knowing how well or how much the participants have learned or the effect of the programming on student learning in curricular and co-curricular learning environments.

2. The University's student retention system, while generally effective, would benefit from an ability to gather and analyze data regarding student success and difficulty in order to better serve our students and increase student retention.

3. A significant amount of external funding has been expended in support of service-learning over the past six years. However, the number of service-learning courses offered for students is less than what would

be expected from that level of funding. Such funding likely would provide the impetus to expand and focus our incipient efforts.

4. An increasing proportion of our staff members are not native speakers of English; many of those workers use Spanish as their first language. A variety of programs are available for those staff members to increase their English language skills (such as the IELI program in the Office of International Programs). However, the University would benefit from a program that allows its workers to learn Spanish as well.

5. No technology competency standards or global training exists for faculty, staff, or students. This results in over-teaching and under-teaching to students, and the potential under-use of the significant technology resources available to all members of the Creighton community.

Self-Recommendations

1. All faculty and staff development programming will integrate the assessment of learning into that programming. This effort will recognize the University as a learning organization in which faculty, staff, and students learn. The resulting evidence of student learning will be made available for use in strategic planning, budgeting, and institutional research functions.

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2. The Office of Enrollment Management, the Office of Institutional Research, and the Division of Student Services will contribute their expertise and resources to assist the Director of Student Retention in implementing a student retention system that is also data-driven.

3. The University will create and implement a "Spanish as a second language" program for all faculty and staff who wish to participate. This program will be designed specifically to facilitate interaction among all faculty and staff on campus.

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CHAPTER 10

CRITERION 5 ENGAGEMENT and SERVICE

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Criterion 5: Engagement and Service

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Overview

At the heart of Creighton University is a community rooted in a mission that is animated by a care and compassion for our students, our patients, and persons in the larger human communities. Much of our engagement and service work is in the doing. At times, those tasks and responsibilities can be enormous. In 2004, Creighton Magazine served to remind us about our collective good work and the needs that remain. The article, *24 Hours Ad Majorem Dei Gloriam (For the Greater Glory of God)* is compelling. To understand the intersection of service, Creighton's effect on the regional economy, and the ways in which the University serves as a good neighbor, the 2006 article, *Creighton's Far-Reaching Impact* offers a place to start.

To guide our engagement and service, the institution tracks what is being done by whom, and to what effect. Creighton maintains records of its on-going service, community relations, and engagement in the local, regional, national, and international communities to ensure that its activities work to fulfill its mission: educating women and men in the Jesuit and Catholic tradition. That tradition includes opportunities for students to learn how to become men and women for and with others – especially the poor and those who remain underserved in our communities. At the conclusion of AY 2005, the University operated 150 institutionally supported service and outreach programs in 440 locations. Of the 440 programs, 313 locations were in the Omaha metropolitan area, sixty-four were in the Midwest, forty-three were in twenty other states from Alaska to Florida and from Virginia to Hawaii, and twenty-seven were in other countries, including the Dominican Republic, El Salvador, India, Kenya, Peru, Chile, Sri Lanka, and Sudan. The number of programs has increased significantly since the appointment of President John P. Schlegel, S.J., in 2000. Since that time, seventy-one of the 150 programs have been initiated. Of those seventy-one programs, forty-eight have completed a needs assessment. In addition to these programs, Creighton sponsored faculty and staff participation in 111 non-profit fundraising efforts, purchasing "tables," sponsoring walks, and similar events. President Schlegel's leadership extends beyond his support for Creighton programs. He also personally models service and engagement behavior. In 2005 alone, he served on the Board of Directors of one university, two high schools, five local organizations, and one national organization. He also chaired a task force for another national organization.

Over the past ten years, Creighton has used booklets (1996, 1998, and 2000), brochures (2002, 2003, and 2004), and a comprehensive report (Creighton in the Community 2005-2006) to track and share information about its engagement and service. The information gathered across those ten years has increased in depth and breadth. What started with brief telephone conversations seeking information on programs has expanded into a web-based Community Outreach Questionnaire, the results of which are shared annually with each

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representative on the CU and CUMC Community Relations Network. Feedback is gathered from program participants outside of the University as well. In 2006, a third-party analyzed the University's relationship with its service partners and students. Further details are provided in Survey of Constituents of Creighton's Outreach and Service, June 2006.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

In its first 105 years, Creighton grew to have nine schools and colleges. Each school and college developed its own particular outreach to various communities. Each college and school could tell its own story, but Creighton had no knowledge about its impact as an institution in the various communities. (Creighton has long tracked its service and engagement activities in order to demonstrate its presence in the community but could not measure its collective impact). In 2001, the Office of Institutional Relations was created through which to answer the question, "What are we doing in the community?" The Vice President for Institutional Relations developed a network of service and engagement representatives across campus. The members of this network, the CU and CUMC Community Relations Network, became the public face of service and engagement for Creighton University.

Information about the number and types of organizations served, the number of students involved, and the participating units within Creighton University was gathered annually, shared with the members, communicated back to their home departments and divisions, and used as a basis for feedback to the University. In 2003, the Community Relations web site became a source of information about Creighton's outreach on the occasion of its 125th anniversary. By analyzing the information gathered and shared via that web site, Creighton learned a number of things about its outreach:

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1. *Creighton needs the community as much as the community needs Creighton.*

   • Creighton needs the community to partner with it in developing men and women who are of service for and with others;

   • The community needs Creighton for the educational expertise demonstrated by its service, engagement, and partnership with all communities, but especially with poor and underserved communities.

2. *Many different units of Creighton work with the same agency.*

3. *Agencies would appreciate Creighton's efforts to coordinate its outreach within the community.*

4. *A number of new nonprofit organizations have emerged in Creighton's immediate neighborhood (defined as the section of Omaha east of 72nd street) which currently experience no involvement with Creighton University.*

In 2005, this process of gathering and sharing data was expanded onto the web. An online survey gathered the traditional information but was expanded to include information about the quality of the service and engagement, student

involvement, funding sources, and the presence of student learning assessment. Further, a consultant external to Creighton was retained to interview internal and external constituencies to learn their perceptions of Creighton's engagement with and service to them. The results of those studies, and the recommendations emanating from those results, are published in the Creighton in the Community 2005 – 2006 report mentioned earlier.

The Office of Institutional Research uses a series of three surveys supported by the Higher Education Research Institute (HERI) through which to better understand our students, how they are participating in engagement and service activities, and how well they believe that their educational experience is preparing them to serve as men and women for and with others. Those surveys include the Cooperative Institutional Research Project (CIRP), Your First College Year (YFCY), and the College Student Survey (CSS). The CIRP provides a profile of our freshman class, along with normative national data. The YFCY is used to determine the academic and personal development of students during their first year in school, and seniors complete the CSS. Measuring a continuum, these surveys provide us with longitudinal data about our students. Surveys also are administered for alumni who are seven and seventeen years removed from their undergraduate experience. Questions on that survey are tied to questions on the HERI surveys, allowing us an even broader longitudinal base of data. Reports and Research Bulletins are available on the web for all faculty, staff, and students to read and discuss.

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Efforts to learn from our constituents and analyze our capacity occur within individual units and programs as well. The Creighton Center for Service and Justice (CCSJ) uses the University's Jaynet e-distribution system to share community needs with faculty, staff, and students. Their Involvement Fair and Service & Justice Fair work to pair students with needy community organizations. Staff solicit feedback from participants in the Service and Justice Fair, weekly service hosts, and Immersion hosts. Each year, they communicate with their sixty community agency contacts to update the needs description included in the CCSJ newspaper and local service web site.

Service trips to the Dominican Republic, facilitated through the Omaha office of the Institute for Latin American Concern (ILAC), are structured as immersion experiences in the context of an exchange of transformative human experience. Creighton's ILAC programs offer an opportunity to learn, to serve, and to be served in the Dominican Republic. A myriad of groups participate in this opportunity, from dental, medical, nursing, pharmacy, law, physical therapy, occupational therapy, undergraduate, and high school students, to faculty-led medical and surgical teams. As a model for other international programs, needs assessments are conducted at organizational and grassroots levels before new ILAC programs are initiated. Formal feedback on program effectiveness is solicited from our volunteers and from Dominican health aide workers. This balanced attention to the needs of our students and employees as well as the needs of the native Dominican people illustrates the partnering approach through which Creighton undertakes its engagement and service activities.

Clinical Programs within the School of Law also model the dual-constituency approach to Creighton's engagement and service. Their constituents are both

the students enrolled in the program and the clients they serve. Student learning opportunities are based on recommendations from the American Bar Association as contained in the McCrate Report. Feedback about program efficacy comes from the legal clients themselves and the local judiciary, as well as administrators or faculty within the Creighton Community Economic Development Law Clinic, the Milton R. Abrahams Legal Clinic (civil law), Legal Aid of Nebraska, the Latina Resource Center, and the Juan Diego Center. Similar to the ILAC programs, legal assistance is delivered to those who need it. In addressing the needs of the elderly and physically disabled, the Abrahams Legal Clinic provides services at a client's home, or in whatever location most meets the need of the client. The students are trained to understand that the non-legal aspects of a client's problems (their economic, social, psychological, religious, and moral needs), tend to be critical as they seek to serve the whole person.

Another program illustrative of how Creighton students learn from those they serve is Project Welcome. This program responds to the educational and social needs of Sudanese immigrants who locate in Omaha. Initiated by one faculty member who realized the community need, the program grew from conversations with the Sudanese families themselves to be better informed by an educated understanding of the hurdles that immigrants face. Initially, the Dean of the Creighton College of Arts & Sciences, in conjunction with the Office of the Vice President for Academic Affairs, arranged to release the faculty member from limited teaching obligations as supported by funding from the Archdiocese of Omaha. As the program developed, its focus on the needs of Sudanese families grew while the integration with Creighton's educational mission declined. While the University still provides some in-kind support, Project Welcome's expanded role in the community has resulted in greater external funding from other area agencies and groups.

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Faculty and staff at Creighton integrate the paradigm of engagement and service into their work at the University as well. For example, our libraries survey their patrons to determine their perceptions of library services, resources, staff, and facilities. They also collaborate with other Jesuit universities to establish benchmarking data about library use and perceptions. Furthermore, they cooperate regionally with the Community Outreach Liaison, a sub-contracted position through the National Network of Libraries of Medicine-Midcontinental Region, who is housed in the Health Sciences Library at Creighton. This liaison takes the library outside the immediate realm of Creighton University, returning to it a necessary external assessment about current and potential constituents. Over the past five years, the liaison has offered presentations and classes to 122 health care providers, eighty-six librarians, and 115 members of community-based organization across the Mountain West. Key among these activities are the efforts to make biomedical information available in the rural and inner city areas served by Creighton. Attending to multiple constituents drives an open system of access and provides librarians with models for better educating students about issues of access for rural and inner city populations.

Core Component 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

A. Creighton's Online Ministries

Unique to Creighton is the service provided world-wide through Creighton's Online Ministries. Whether for the Daily Reflections, guidance in Daily Prayer, Audio Retreats, Stations of the Cross, or other information that can be helpful spiritually, people from more than 150 countries interact annually with the site. The Online Ministries website, developed by Andy Alexander, S.J., and Maureen Waldron, is unique among the twenty-eight Jesuit colleges and universities in the United States. And, insofar as we can determine, it is unique in the world. By far, it presents Creighton's most extensive outreach to the world, averaging fifteen million hits to its website pages each year. The website is being translated into multiple languages.

The Online Ministries is an eight-year-old initiative by Creighton that offers to the world community a critical insight about Creighton's Mission. What began as a peer-to-peer ministry for the Creighton campus quickly became globalized as people around the world discovered the power of the internet for faith development. All of the resources on this website are available to others without cost for use in their own printed materials with the only limitation being that Creighton's Online Ministries be credited in the printing.

B. Outreach to the Local Church

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As a faith-based institution of higher learning, Creighton has developed many ties with agencies in the Archdiocese of Omaha and the Diocese of Des Moines. Creighton has nearly twenty different programs that serve as resource opportunities for persons of all faith traditions who seek enrichment and education in theology and religious studies. The following list is illustrative of the programs developed in conjunction with the Archdiocese of Omaha and the Diocese of Des Moines:

- F.A.I.T.H. – The FAITH program was designed by the Office of Lay Formation of the Archdiocese of Omaha. Creighton collaborated with that office and supported their initiative by providing consultation, speakers, and rooms for meetings.

- Master of Arts in Ministry – This program was specifically designed with the Office of Lay Formation of the Omaha Archdiocese to offer a graduate degree in Ministry in order to educate people who would serve in that capacity throughout the Archdiocese. As such, Creighton's Graduate School and University College design curriculum, provide instructors, and/or administer the program.

- Undergraduate Certificate Program in Theology – This certificate program is used to qualify relevant educational participants seeking positions with the Archdiocese of Omaha and the Diocese of Des Moines.

- Formation for Pastoral Ministry Leadership program – This program, of a similar nature, has been designed with the Diocese of Des Moines.

On the occasion of Creighton's 125th Anniversary celebration the Most Reverend Elden Francis Curtiss, Archbishop of Omaha, spoke of the unique value of this relationship with the Creighton community:

"I do not think there is a Jesuit College or University in the world that is more closely attuned to the local church, to the diocese, than Creighton University. The mission of Creighton as a Catholic University has been supported all these years by the Archdiocese and the educational mission and ministries of the archdiocese have been supported by the University. This has resulted in a high level of cooperation and support…"

C. Creighton's Ignatian Outreach

Educating Native American youth has been an ongoing Mission of the Society of Jesus (Jesuits) since the 1880's when the Jesuits began ministering to the peoples of the Pine Ridge, Rosebud, and Wind River reservations. Since the 1950's, Creighton has provided a single yearly scholarship for a qualified Native American student from either the Rosebud or Pine Ridge Reservations. Since the year 2000, Creighton has significantly expanded its mission to recruit, support, and retain Native American students so that today, Native American students from many parts of the United States matriculate. A significant number still arrive from the Red Cloud Indian School, which continues to be operated by the Jesuits.

Creighton undertakes a more extensive outreach to Native American students, their families, and communities, than most other Jesuit universities. Faculty and staff from the College of Arts & Sciences, Educational Opportunity Programs, Undergraduate Admissions Office, Office for Multicultural Affairs, and Center for Service and Justice work jointly to program activities for Native American students on and off campus. The Gates Millennium Scholarship Program Outreach (GMSP) is one such program which has experienced considerable success. This program assists academically talented, low income minority students who demonstrate strong leadership and community service in seeking scholarship aid from the national Gates Millennium Scholars program. The scholarships enable students to meet their total cost of attendance at a college or university. It can be renewed for up to five years in any field of undergraduate study.

As part of the Creighton initiative, faculty and staff spend one week each year at the Red Cloud Indian School on the Pine Ridge Indian Reservation, assisting high school seniors in their completion of Gates Millennium Scholars and college application materials. The faculty and staff continue to mentor these students through the application period and even after they enroll at Creighton. The strength of the GMSP Outreach Initiative has been the level of support and commitment with which the program is embraced. Faculty, alumni, administrators, and staff are readily available to volunteer their fall and spring breaks as well as their weekends and evenings to mentor these high school juniors and seniors. For two consecutive years, Creighton has offered more volunteers than there are students who need mentors. As these bonds develop, the mentors become college resources who guide students through the new and difficult process of navigating their higher education demands. The Creighton University GMSP Outreach program is viewed as a model program by the

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American Indian Graduate Center, which often uses Creighton materials with other schools and colleges.

There were no Native American students in Nebraska and a very small number in South Dakota earning the scholarship prior to Creighton's GMSP initiative. In 2004, however, fifteen Nebraska citizens received a Gates Scholarship, twelve of whom were assisted by Creighton's GMSP. Six of these enrolled at Creighton. In 2005, there were twelve recipients, eleven of whom were assisted by Creighton. Seven of these have now enrolled at Creighton. The number of scholarship recipients at Red Cloud Indian School has increase from one in 2002 to six in 2005, with one or two of those students enrolling at Creighton each year. The success of this program derives from Creighton's integrated approach to engagement, which now involves the GMSP, our Native American Studies program, Cardoner, the Creighton School of Medicine, and the Creighton School of Pharmacy and Health Professions. This initiative has allowed Creighton to partner with tribal and non-tribal high schools across the Plains states.

Gates Millennium Scholarship Program Partners	
External Partner Organizations	**City, State**
American Indian Graduate Center	Albuquerque, NM
Chicano Awareness Center	Omaha, NE
Chinle High School	Chinle, AZ
Creighton University Talent Search	Omaha, NE
Little Priest Tribal College	Winnebago, NE
Marty Indian School	Marty, SD
Omaha Public Schools	Omaha, NE
Pine Ridge High School	Pine Ridge, SD
Red Cloud Indian School	Pine Ridge, SD
Santee Community School	Niobrara, NE
Sioux City Community Schools Title VII Indian Education Project	Sioux City, IA
Sky People Higher Education Northern Arapaho Tribe	Ethete, WY
Sumner Academy High School	Kansas City, KS
Todd County High School	Mission, SD
University of Colorado at Boulder Upward Bound Program	Boulder, CO
Walthill High School	Walthill, NE
Winnebago High School	Winnebago, NE

D. Community Service Generally

The nature of Creighton's involvement in the array of community service activities takes many forms. Some programs are established and managed by Creighton. Many are conducted in partnership with community-based service

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agencies. With some initiatives, Creighton has taken the lead; others are led by community organizations with Creighton providing assistance, services, and resources. The latter include the Charles Drew and OneWorld Community Health Centers, Fred Leroy (Ponca) Health & Wellness Center, and many of the "Partnerships in Community Health" programs. Other activities are broad community collaborations in which Creighton is one of a number of service organizations which provides collective governance in order to offer community services.

The Office of Interprofessional Scholarship, Service, and Education (OISSE) in the School of Pharmacy and Health Professions offers interprofessional health-related community outreach to health professions students in a variety of underserved communities, including the Omaha and Winnebago tribal communities in Nebraska. Due to an increased student interest in Native American Outreach, OISSE led the Native American Special Interest Group, in which thirty-eight students participated in a variety of health related outreach and cultural activities. Another 952 Tribal members were served exclusive of the 2,468 clinic visits at the Occupational and Physical Therapy) at the Winnebago Hospital and Four Hills of Life Wellness Center. Furthermore, since 1999, OISSE has provided interprofessional student training to 1,171 students from across the health sciences in the Omaha and Winnebago tribal communities located in Nebraska.

As part of another initiative, planning for the Omaha Area Health Education Center (AHEC) was done in consultation and collaboration with local Community Health Centers, including Charles Drew Health Center, OneWorld Community Health Center, Fred Leroy Health and Wellness Center, Council Bluffs Community Health Center, and the HOPE Medical Outreach Coalition. Creighton has established and operates two medical clinics in north and south Omaha, both of which largely represent underserved communities. These were established in response to community requests. Even more recently, medical students have worked collaboratively with Siena-Francis House to develop the Magis Clinic for homeless persons, which operates on Saturdays at that same site. It is the only free medical clinic operated on the weekends.

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Input from various external, professional, and community guidelines also frame the basis on which the School of Nursing reviews its mission, goals, and outcomes. Feedback from meetings with communities of interest assists the faculty in identifying and meeting community needs, and designing curricula, research, scholarly, and service initiatives. For example, in networking with board members of the county board of health and parents with children in area private schools, the faculty identified that school health services were no longer available in a large number of primary and secondary schools which suffered loss of county funds for school health nurses. Some of these schools are in the Enterprise Zone of the city, which is designated as a low income area. In response to the need to address state mandates for school screening, clinical rotations were established in 2002 in which students and faculty provided school screenings for nearly 3500 students. As of 2005-2006, nursing students have screened more than 9,000 students in thirty-two schools. Principals from these schools meet with the nursing faculty and administrators each summer to evaluate the objectives, processes, and outcomes of the program.

Finally, a successful, long-term and corroboratively managed dental health program has developed, sponsored by the School of Dentistry and the OneWorld/Indian-Chicano Health Center in Omaha, Nebraska. Patients are examined at the Health Center and receive needed dental treatment at the School. This joint venture, which has extended for more than 30 years, provides dental students with an opportunity for additional clinical experience as well as an exposure to specific ethnic and cultural needs. It also provides a disadvantaged segment of the city's population with access to dental care. Most importantly, perhaps, this program helps to sensitize dental students to the needs of society's underserved populations as it introduces them to the concept of community service during their educational process.

E. Creighton Center for Service and Justice (CCSJ)

Creighton uses a combination of centralized and decentralized engagement and service support functions in order to offer students and programs the greatest flexibility in action. Support for engagement and service ranges from regularly occurring events, such as the free dental care provided to the indigent and working poor in the Omaha community, to time-sensitive events that are driven by circumstances beyond our control, such as service trips to the Gulf Coast in which many students participated to address the aftermath of Hurricane Katrina. Where support systems and infrastructure should be located in our colleges and schools, we do so. When it makes better sense to centralize the support, we adopt that approach. The Creighton Center for Service and Justice offers a good example of centralized support that works well for the students and our constituent communities.

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Available to all students, CCSJ's mission is *to build a community of faith, in service, for justice, grounded in Jesuit values and Catholic Social Teaching.* The principal CCSJ programs include local weekly service, Fall Break Immersions, Spring Break Service Trips, local immersions, international immersions, the Family-to-Family Christmas program, the School of the Americas/Ignatian Family Teach-In, support for post-graduate volunteerism, support for the academic integration of service-learning, and the Service and Justice Fair. All of these co-curricular activities provide opportunities for students to be engaged in our external communities, and all of those programs are evaluated regularly to help guide future efforts.

Spring Break Service Trips (SBST) are a hallmark of the CCSJ. The SBST program began in 1983 when nursing students traveled to Kentucky to serve and learn. This past spring, 192 students and student leaders served in twenty distinct sites across fourteen states. The SBST initiative has always been student-led, with leadership development and training integrated into the program. All students participating in a service trip learn about, experience, discuss, and reflect upon the "Five Pillars" of service, justice, community, simplicity, and reflection. All participants, coordinators, and host partners complete written evaluations of their experiences. Recommendations for change are sought not only to create better learning experiences for students, but also to encourage long-term relationships with host site partners.

F. A Jesuit Influence in the Dominican Republic

For more than 30 years, Creighton's Institute for Latin American Concern (ILAC) has provided assistance, health care, and education for the people of the Dominican Republic. At the same time, the program provides for students a unique opportunity for service and reflection. These same opportunities are also offered to high school students – as well as faculty-led groups, medical/surgical teams and other college/university students. This special program flows from the heart of the Creighton Jesuit and Catholic mission.

From its Center, located in Santiago, Dominican Republic, ILAC offers thirty-two different programs. The Summer ILAC Health Care Program involves from three to more than 100 different students in health care service in the rural areas of the Dominican Republic, which are underserved. The ILAC Center is run by a Dominican staff (thirty-two full and part-time employees) who directs the co-curricular activities. Creighton University provides strong support for the ILAC Center financially as well. It is a powerful testament to the culture of service at Creighton that many of our professionals, faculty, and alumni volunteer their time to supervise students who study and serve with ILAC. Many pay their own way to the Dominican Republic, often using vacation time to volunteer.

The Encuentro Dominicano program is an academic, living-learning program integrating community-based learning in a cross-cultural immersion in the Dominican Republic. It is organized collaboratively by the Creighton College of Arts and Sciences, the Office of International Programs, and the Department of Residence Life, Division of Students Services. Encuentro Dominicano originated from more than thirty years of involvement with the Dominican Republic through the ILAC. This program is an example of the integration of learning and living, before, during, and after the students' immersion in the culture of the Dominican Republic.

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G. Concern for our Local Community

Many units across campus are engaged with their constituents in innovative ways. The Law Library partners with the Douglas County Law Library in a private-public resource sharing arrangement, allowing attorneys and others to receive interlibrary loan materials. The College of Arts and Sciences partners with the Joslyn Art Museum through the "CU at Joslyn" program to offer a lecture series open to the public. Campus space and facilities are made available for the public as well through events such as the Nebraska Book Festival, Nebraska Film Festival, Nebraska Academic Decathlon, Special Olympics, and public lectures and other events.

The Clinical Programs in the School of Law are supported by nearly two million dollars in endowed funds, in addition to other allocations from the Nebraska Commission on Public Advocacy and the U. S. Department of Justice Office of Justice Initiatives. In order to effectively reach the Spanish-speaking community, the General Civil Practice Clinic has developed a partnership with the Juan Diego Center of Catholic Charities and the Latina Resource Center. These organizations, which seek to address the needs of the Spanish-speaking

community, have provided the clinic with office space for interviewing and counseling clients on a weekly basis. Staffs from these organizations refer clients to Creighton's services and schedule appointments with the attorney and/or student from the clinic. In addition to providing space and support services for the clinic, these agencies provide valuable insight into the problems confronting the Spanish-speaking community, and serve as an alert mechanism for new problems arising in the community. Frequent discussions occur with representatives from these agencies to evaluate the services provided and their response to perceived needs. The Community Economic Development Clinic has developed relationships with other service providers and agencies throughout the state, including the micro-business development centers, NIFA, the Federal Reserve Bank of Omaha, Omaha Community Foundation, Nebraska Sustainable Agriculture, and the Center for Rural Affairs.

The College of Business Administration has organized Community Assistance Teams to provide assistance to non-profit, community-based organizations, in business-related areas such as web site development, marketing, financial statements, accounting, and budgeting. Initially, teams have been composed of members of the Level 3 Anna Tyler Waite Center for Leadership Scholars augmented by Creighton Masters of Business Administration students. In the 2006 spring semester, twelve teams were placed in service. Future efforts will be made to provide service project opportunities to all interested students in the College.

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H. Education and Enrichment Activities

Graduates from all four health science schools, as well as practicing health professionals, are served by programs from the Continuing Medical Education (CME) Division of the Creighton School of Medicine. The CME coordinates its programming with the four schools, the Creighton University Medical Center, the Creighton University Health Sciences Continuing Education Consortium, and the Center for Health Policy and Ethics, working as well with twenty-nine external partners. While most of its programming takes place in Nebraska, the CME reaches far and wide to serve its constituents. In 2005, CME programs from the School of Dentistry were conducted in California, Colorado, Florida, Iowa, Nebraska, South Dakota, Texas, and Washington.

In 2003, thirteen special conferences and symposia were held to celebrate Creighton's 125th anniversary. Those programs are exemplified by the following:

- Fifth International Congress on Dental Law and Ethics: Patient Rights, Access and Justice;

- The Jews of Eastern Europe – 15th Annual Conference of the Midwest Jewish Studies;

- Justice and the Mexican Migration to the Midwest;

- Leadership in the Service of Others: A Discussion of Expanded Responsibilities of Successful Leaders;

• Leadership in Ethics Education – An Invited Working Conference, and

• Nebraska Book Festival: Books Alive!

Outstanding conferences and symposia are offered annually. With its students, faculty, staff, and the general public in mind, Creighton attempts to maintain an active web presence noting its engagement and service opportunities. The Creighton community is kept informed about daily special events via email and the Creighton Today web site. Beyond these, Creighton maintains active web sites for its Center for Service and Justice, Office of Interprofessional Scholarship, Service and Education, and Community Relations and Service.

On May 12, 2006, Creighton's Office of Multicultural Affairs was recognized for its commitment to civil rights and Native American issues and outreach initiatives during the Nebraska Commission on Indian Affairs 2006 Chief Standing Bear Commemoration Celebration. For the past ten years, Creighton's Native American Retreat has touched the lives of more than 600 Native American High School students. This intense, three-day program is designed to help those students think about and prepare for higher education. Retreat participants come from Arizona, Iowa, Nebraska, North Dakota, New Mexico, Oklahoma, South Dakota, and Wyoming.

In the Health Sciences schools, Pharmacy students can elect one of two didactic courses focused on service to Native American citizens: Native American Culture and Health (PHA 340), which engages students in service to the Omaha and Winnebago Nations in Nebraska, and Learning Through Reflective Service: The Native America Experience (PHA 341), where service is provided to the Navajo people of Chinle, AZ. Locally, the Staff Advisory Council, which is advisory to the President, started Sole Searching in 2005, an outreach program to the Omaha Tribe of Nebraska. The project sought donations of new shoes, mostly for children.

Creighton is also the only university in Nebraska to offer Native American Studies as a major. This major was initiated in the fall of 2002. As part of this program, Creighton personnel are invited to travel to the Pine Ridge and Rosebud reservations in South Dakota to experience the cultural context that informs the lives of many of our Native American students and to team with high schools students to assist in the process of applying for the Gates Millennium Scholarship.

Core Component 5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

A. Responding to the Needs of Local Youth

In 2002, the Department of Residence Life implemented its Community Partner Initiative, becoming the first housing and residence life system in the nation to establish a community partner program. This program involves each residence hall partnering with a local community agency or organization with which they have established a working relationship. Students work as volunteers with their community partners at the community partner site, helping with event planning,

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and participating in fundraising efforts. The range of community partners includes Girls, Inc., Madonna School for the Learning Disabled, South Omaha Boys and Girls Club, Our Lady of Guadalupe/St. Ines Mission School, Siena/Francis House, St. Vincent de Paul Homeless Family Shelter, and North Omaha Boys and Girls Club.

Creighton University participates in the Omaha Public Schools' Adopt-A-School Partnership Program. This program provides Creighton students, staff, and faculty with an opportunity to respond to specific organizational and individual needs in the four schools Creighton has adopted: Conestoga Elementary, Jesuit Middle School, Kellom Elementary, and Liberty Elementary.

B. Creighton University's Diversity Scholars Program

In 1987, a variety of leaders from the North Omaha community visited the President of Creighton University, (then Michael G. Morrison, S.J.), and requested some form of assistance so that capable students from the North Omaha community could attend Creighton University. The University responded with the Creighton University Diversity Scholars Program. Originally, it was intended to provide scholarship assistance to black youths in Omaha who might not otherwise be able to afford a Jesuit education.

Since 1987, the program has provided from four to six full scholarships each year, including room and board, to black students in the Omaha area. In 1994 the program added scholarships for Hispanic youths from Omaha area high schools. In 2005, the program provided eight full scholarships to black and Hispanic youths from the Omaha area. Many of these scholars have pursued postgraduate education. Several have earned masters or professional degrees at some of the nation's most prestigious colleges and universities including Harvard, Stanford, the University of Virginia, Washington University, Emory University, Yale, Dartmouth, the University of Connecticut, and the University of Nebraska Medical Center. In total, the program has provided approximately 145 scholarships to Black and Hispanic scholars.

C. Creighton as a Partner in Health Care

In 2003, both Creighton and the University of Nebraska shared the American Association of Medical Colleges (AAMC) special recognition as outstanding medical centers in service to the poor. This relationship continued on a new level in 2005, when both the Creighton Medical Center and the University of Nebraska Medical Center began working on an Omaha Urban Area Health Education Center (AHEC). The AHEC, operational in 2006, is developing clinical educational experience for health professions students and medical residents, members of communities served by the partners, and practicing health professionals already serving those communities.

It should be noted as well that both Creighton and the University of Nebraska have worked together to address poison control for the state at the request of Nebraska Governor Mike Johanns. Furthermore, in partnership with the University of Nebraska-Lincoln, the University of Nebraska Medical Center,

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and the Boys Town National Research Hospital, Creighton uses its share of the state of Nebraska's global tobacco settlement to support biomedical research in the state. Twelve million dollars is allocated annually to those four institutions from that settlement, with a minimum of 7% to be spent on minority health research. Creighton University and the University of Nebraska are seen as equal partners in providing resources that benefit the entire state.

Since 2003, the School of Medicine has entertained conversations with the State, the University of Nebraska, local providers of mental health services and private entities to cooperatively address the problems surrounding provision of healthcare for individuals suffering mental health issues. These conversations have extended to provision of a comprehensive educational experience in mental health for health science students, including the creation of a crisis center and facilities to help care for the chronically mentally ill displaced by the closure of the regional centers in Hastings and Norfolk, Nebraska.

Coordinated efforts of the clinical enterprises include the outreach and service activities of the Creighton Medical Associates (CMA) (an academic multi-specialty group practice), Creighton University Medical Center (CUMC) (a hospital operating through the Creighton University Medical Center) and Partnership in Health (PIH) (a physician-hospital organization). This outreach includes the work of faculty, staff, and students in the Health Science schools which include Dentistry, Medicine, Nursing, and Pharmacy and Health Professions. The following examples typify the outreach that is done annually in North, South, and East Omaha:

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- Personnel are members of the Douglas County Board of Health, Nebraska Minority Health Association, Nebraska Health and Human Services System and their many subcommittees, and serve as co-chairs of many healthcare outreach activities in the community.

- Staff provide information to the Governor, the State Legislature, and other policy makers concerning disparities in health care.

- Staff participate in local and regional health fairs and screenings at numerous locations with particular attention to blood pressure, glaucoma, cancer, and prostate screenings.

- Staff have planned and implemented Annual Youth Health Extravagances with special emphasis on childhood obesity and proper nutrition. Staff participate at annual festival celebrations and provide free health screenings at the Cinco de Mayo, Latino Expo, Latino Leadership Conference, South Omaha Health Fair, and various churches in North Omaha.

- Members have coordinated the development of a SIDs Module for Community Resources for Infants and Babies (CRIB), a collaborative Infant Mortality RT education initiative instituted by Senator Bob Kerrey between Creighton University, the American Academy of Pediatrics, the Bureau of Primary Healthcare HRSA, and concerned communities throughout Nebraska. Creighton staff served on the Governor's Blue Ribbon Task Force on Infant Mortality.

• Creighton staff have received awards from organizations locally, regionally and nationally for their advocacy for justice concerning disparities in health care for underserved and minority communities.

The Creighton School of Nursing partners with the Mary Lanning Memorial Hospital (MLMH) in Hastings, NE (an agricultural community of 22,000 located 150 miles west of Omaha) to offer BSN and MS programs of study. At this satellite campus, all nursing courses are taught by regular School of Nursing (SON) faculty who hold academic rank. Faculty from both the Omaha and Hastings campuses communicate regularly in order to maintain consistency in curricular standards. Community support for Creighton nursing education on the Hastings campus has been, and continues to be, strong. The Vice President of MLMH serves as a liaison between the hospital and the School of Nursing. She works collaboratively with the School's dean on matters pertaining to fiscal and physical resources. The Hastings College President and Dean of Academic Affairs work collaboratively with the School's dean, associate deans, and program chairs to ensure that students on the Hastings campus have access to the core and support courses they need and to support services and social activities, such as counseling, athletic events, and housing. At a minimum, representatives of the leadership of MLMH, Hastings College, and the School of Nursing meet to discuss the partnership and review the contractual relationship. These meetings have resulted in expanded course offerings and clinical opportunities for students and financial support for undergraduate students.

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As part of the Evaluation Plan for this and other SON programs, employer surveys are distributed to obtain employers' perceptions of graduates' preparation for their first year of practice; these are repeated after three years of practice. The survey results are communicated to the appropriate committees for review and evaluation, including curricular revision as necessary. To ensure that the School of Nursing remains responsive to community needs, the School's academic leadership team meets with representatives from clinical agencies that provide clinical practicum experiences for its students.

Creighton University Medical Center provides comprehensive health care to the uninsured and underinsured. In order to minimize negative cultural issues, translators are available when needed to explain medical services in Spanish and Sudanese. The Medical Center also offers specialty medical services in Nebraska's and Iowa's rural communities where access to such care would not otherwise be available locally. Its community programs serve more than 460,000 patients annually. Those programs range from the innovative Build a Human Project, in which junior high school students construct molecular and functional anatomic models and experiments, to the regional Poison Control Center. The Health Sciences' Multicultural and Community Affairs program remains at the heart of many of these efforts to reach the diverse populations of the Omaha community.

As part of a larger initiative, the HS-MACA program seeks generally to recruit and retain a diverse body of students in the Creighton Health Sciences Schools, promote underrepresented student academic achievement, and promote Creighton faculty and student involvement in the community and service organizations. Disadvantaged students ranging in age from junior high through college benefit from HS-MACA's programs. These include:

Program	Audience & Purpose
Creighton School of Medicine Center of Excellence	Disadvantaged high school, undergraduate, and medical students, and faculty members. To establish, strengthen, or expand programs to enhance the academic performance of under-represented students in the medical field.
Creighton School of Medicine Center of Excellence: Saturday Academy	Students in ninth through eleventh grade with a "C" or better grade in math or science. A twenty-seven week Saturday program designed to enable underrepresented high school students to excel in their academic work, expand their quest for knowledge, and motivate them to enroll in higher level course work.
Focus on Health Professions - A partnership with Omaha Public Schools (OPS)	Underrepresented students in OPS grades seven through twelve. Exposing students to the health professions and career opportunities. More than 2,635 OPS students have participated since 1994.
Health Careers Opportunity Program - Pipeline to Success	Junior high, high school, and college students who are financially or educationally disadvantaged. Develop and support young students' interest in medical and other health professions careers. Over the last four years, 170 students have participated in the summer program, demonstrating (on average) a 64% improvement in academic performance.
Health Professions Partnership Initiative (HPPI)	Students from local public and private schools, especially African-American and Hispanic students. Improve the quality of math and science education in local schools. Since 2000, 820 students have been part of the HPPI pipeline.
Pre-Medical Post-baccalaureate Program (established 1975)	Underrepresented students who have applied but failed to qualify for admission to medical school. Increase the number of qualified underrepresented students enrolled in and successfully completing medical or dental school. Approximately 90% of more than 387 program graduates have been admitted to medical or dental school, with approximately 95% retention/graduation rate.
Summer Research Institute for Underrepresented Students	Pre-college and college students of underrepresented groups in biomedical research and health professions. Assist underrepresented students to understand scientific and research methods, instill confidence in students pursuing biomedical and health professions, and provide information about research careers.

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D. Creighton as Partner with the Arts

For twenty years, Creighton has partnered with The Nebraska Shakespeare Festival to serve the larger arts community. The partnership includes collaborative efforts with the University of Nebraska at Omaha and the Nebraska Shakespeare Festival to offer free performances to the public. From a letter to President John P. Schlegel, S.J., Director Lori Darby wrote:

"The Nebraska Shakespeare Festival presented two creative and lively productions in Elwood Park this year. Collaboration is a key ingredient

to the successful execution of a festival of such high caliber. Creighton's sponsorship and support on so many levels helps bring this festival to Omaha each summer…."

Faculty from the College of Arts & Sciences are engaged in CU at Joslyn. These include a Professor of Jewish Civilization who is also Professor of Classical and Near Eastern Studies, and professors from the Departments of Philosophy, Modern Languages and Literature, Fine and Performing Arts, and others. They are engaged in a partnership that offers educational lecture series free of charge to the community. Joslyn Art Museum's newsletter contained this article in the 2006 summer newsletter:

"CU at Joslyn Returns. Joslyn Art Museum and Creighton University renew their partnership to present a second series of lectures by Creighton faculty in Joslyn's Abbott Lecture Hall on select Saturdays, September through April. 'CU at Joslyn' includes an interesting variety of topics, each linked in some way to Joslyn's collections or exhibits. Take advantage of this opportunity to gain fresh perspectives from our neighboring scholars. Admission to 'CU at Joslyn is free.'"

The Lied Education Center for the Arts is used for Creighton's teaching programs and students' performances. The Arts program has worked with various entities in the community, including Hope Center Summer Theater, Music in the Catholic Schools, Joslyn Summer Art Classes, Nebraska Shakespeare Festival, and Parsons Home for Senior Citizens at Eagle Run in this effort.

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E. Creighton and its Relationship with its Neighbors

Creighton attempts to maintain a membership in each of its neighborhood associations whose boundaries adjoin its campus. Only a few associations are active and conduct regular meetings, but Creighton attempts to maintain contact with these neighborhood organizations in various ways:

• Representatives from the Administration and Finance Area attend meetings of the Jefferson Square Neighborhood Association and the Gifford Park Association. Both neighborhood associations have involved their representatives in planning the Creighton Campus Master Plan.

• Creighton continues to maintain an active role in the Destination Midtown project. In 2004, the Destination Midtown Board was formed and a fund was created to support the operational costs of for malizing the organization and hiring an executive director to implement the vision. Creighton has been involved since its inception. Mutual of Omaha is the driving force in developing the area. The Destination Midtown project is home to 28,000 residents and 43,000 employees. Involvement in this project is as significant to advancing this neighborhood community as is the involvement of the City of Omaha with the development of Creighton's east campus.

In similar fashion, the Omaha Chamber of Commerce in 2006 invited Creighton and others to be part of a planning process to promote economic

and community development in North Omaha. The project should be similar to Destination Midtown. The process is expected to focus on generating results that are tailored to the unique community aspects of North Omaha.

The Cuming Street Project likewise is a collaborative arrangement between Creighton and the City of Omaha to make significant changes in the flow of traffic on Cuming Street, which borders the north edge of the Creighton campus. The changes are part of the redevelopment efforts underway in downtown Omaha and on the riverfront directly east of the Creighton campus. In addition, this project coincides with the bridge replacement plan of the state highway department.

Creighton's behavior as a good neighbor was recognized in 2006 by the New England Board of Higher Education (NEBHE). The NEBHE acknowledged Creighton University as one of twenty-five "Saviors of Our Cities" institutions. The NEBHE states that these institutions are "exemplary examples of community revitalization and cultural renewal, economic drivers of the local economy, advocates of community service and urban developers, both commercially as well as in housing." This good neighbor recognition is an indication of the extent to which Creighton works constructively with its neighbors for the mutual benefitof all.

F. Creighton and Its Local Learners

Founded in 1982, the James R. Russell Child Development Center serves the children of Creighton faculty, staff, and students. Staffed by eleven teachers, a director, an assistant director, and kitchen staff, the Center serves as a lab school for Creighton students, particularly those in Psychology, Nursing, Occupational Therapy, and Physical Therapy programs. Of particular note, the Center is accredited by the National Association for the Education of Young Children.

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Gifted and talented educators in the city and region depend on some of Creighton's University College programs to supplement what is available through their own schools. The Next Step program for academically motivated students is offered at the low rate of $75 per credit hour and has been used by students who have exceeded the limits of courses otherwise available in the modern languages or mathematics areas. *Ad Astra* and *Arete* (residential summer camps for gifted and talented children) serve the needs of children and families from the local area as well as the greater Midwest.

In addition, Creighton offers other programs in formats that are accessible by working adults and conveniently located at the West Omaha campus, where parking is plentiful. Food is available for purchase by participants in classes that convene early in the evening. Upon request, programs are offered as well on site for businesses.

The Master of Arts in Ministry and the F.A.I.T.H. programs were initiated at the specific request of the Office of Lay Ministry Formation at the Archdiocese of Omaha. These programs are highly collaborative. Administrators in University College spend hours in dialogue with Archdiocesan personnel and with the local

Archbishop to meet the needs of these constituents. Students are involved in evaluating the courses in both written and oral form. The Institute for Priestly Formation also spends numerous hours meeting with Bishops and Seminary Directors from all over the nation and several continents to discuss their needs for priestly formation activities.

The Master's in Christian Spirituality program conducts usual and customary educational activities, but also provides for an unusually high level of self-governance by the students. Graduate students in the Christian Spirituality program form a student advisory board, elect a president, and organize social, liturgical and recreational activities for the student body. The student board serves as an advising body for the program director and a forum for student concerns and initiatives.

There is evidence that University College has built effective bridges with minority communities since University College recruits a higher percentage of minority students than most of the other undergraduate units. Diversity of age is also supported. The College frequently has parents graduating with their children. This past year, one of its honor students was seventy-four years old.

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Along with Student Support Services, the Financial Aid Office has a ten-year commitment to a program developed by the Nebraska Association of Student Financial Aid Administrators. Titled "Look to the Future," this program offers a classroom-based curriculum provided to OPS and surrounding elementary school districts in Nebraska that emphasizes the importance of education and provides awareness of career options to today's fourth and fifth graders. The curriculum culminates in a campus visit by those students to a participating postsecondary school. Each year, two or three school groups are sponsored on the Creighton campus to expose them to campus life, facilities, future job options and requirements for success. The FAO staff provides outreach programming to local secondary schools and other organizations as requested. These programs focus on the process of applying for federal financial aid and the funding options open to students and parents, whether or not they apply to Creighton.

In the Omaha area, a number of our students transfer to Creighton from the Metropolitan Community College. Our Registrar maintains articulation arrangements for those students. In some cases, specific articulation agreements exist with other Jesuit colleges and universities. For the most part, articulation arrangements are administered at the college and school levels, allowing Creighton to respond to individual incoming students' needs in a one-on-one manner or in groups (as occurs with the School of Nursing program in Hastings).

G. Listening to Partners outside the Immediate Creighton Community

President Schlegel annually hosts two educational opportunities for local and regional community leaders. These are the Diversity Summit Leadership Breakfast and The President's Forum on Ethics and Business. He has been cited by *U.S. News and World Report* as having "developed a Board of Directors equal to none in the city," where "outstanding city fathers and mothers, as well as nationally recognized alumni, give of their time, resources, and energy to help the University develop" and maintain its reputation as a premier university in the Midwest.

President Schlegel also hosts a President's Community Advisory Board luncheon twice a year. It is composed of forty-three members of agencies, businesses, neighborhood organizations, schools, churches, the City Council, and other non-profit organizations. At these luncheon meetings the Creighton President provides an update on Creighton's campus progress and its partnership in forming the community. Creighton personnel often present information about Creighton programs that would be of interest and use to the members of the President's Community Advisory Board. At these meetings as well, the President's Community Advisory Board members have an opportunity to talk directly with principals from the University about their concerns and their continuing needs.

Creighton's Center for Service and Justice responded particularly to a need voiced by Nebraska Methodist College, welcoming the participation of several of Methodist's undergraduate and graduate students in a ten-day immersion in El Salvador in 2001 and 2002. In addition, students and faculty from the College of St. Mary participate in the Service and Justice Fair convened by CCSJ each year. Along with the Office for Academic Excellence and Assessment (AEA), the CCSJ has participated in the Midwest Consortium for Service-Learning in Higher Education since its inception in 1997. The AEA has taken the lead in coordinating service-learning assessment and evaluation in the Omaha region over the past two years, hosting regional symposia and training sessions for Creighton faculty and staff as well as those from institutions in Nebraska, South Dakota, and western Iowa. Moving beyond other colleges, the CCSJ has facilitated student participation in supporting union activities to organize meat-packing workers in South Omaha and sponsored support by Cortina sophomore students at the Immigrant Rights Freedom Rally in North Omaha in 2003. Project Welcome has become a knowledge base for Sudanese efforts throughout the city. Community leaders call upon Project Welcome's leadership for expertise. Over the past year, Project Welcome has provided materials for the United Way, Nebraska Legal Services, the Public Defenders Office, and the Catholic Campaign for Human Development. Over the past several years, Project Welcome has responded to requests for assistance from other organizations intersecting with the Sudanese populations, including Omaha Public Housing, Mercy Housing, public and Catholic school systems, the Archdiocese of Omaha, the judicial system, St. Vincent de Paul Society, Knights of Columbus, and many local parishes.

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Core Component 5d: Internal and external constituencies value the services the organization provides.

Creighton's service is first and foremost directed to the formation of students who attend Creighton University. The Jesuit and Catholic mission of providing an outstanding academic education for women and men who will be leaders in their careers and professions is only part of a Jesuit education. As noted, the other part is helping students become men and women for and with others so they can be of service to their communities.

Creighton students value the opportunities for service. Their testimonials indicate an appreciation that their service opportunities add distinct value to their Creighton education:

"I have learned a lot from the Native American experience…It gave me a chance to learn about how other cultures live and the health concerns they have…I learned it is my responsibility to use PT, OT, and Nursing professionals to help me better serve my patients."

– Katherine Gsell, 2nd year student
School of Pharmacy and Health Professions (May 2006)

"Community service at Creighton is an integral part of becoming a well-rounded student. By taking the concepts learned in the classroom and then applying them to a real-world setting, an individual can become more experienced and more aware of the injustices facing our society…"

– Adam E. Ernest, 3rd year student
College of Arts & Sciences (May 2006)

"While I came to Creighton with a strong service background, I stayed involved because of the friendships I developed with the Omaha community…The many friends I made while teaching English as a Second Language made Spanish class much more meaningful…"

– Raquel Orbik, Senior
College of Arts & Sciences, 2006

The On-Line Ministry Program, mentioned earlier, regularly receives expressions of gratitude for its unique outreach from around the world:

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Ireland: *"I use your ideas in my reflection, but they have to be translated into Gaelic, the medium used in this part of Ireland. God bless your work."*

Ontario, Canada: *"My name is Fr. Milton and I am an Aboriginal priest here in northern Ontario….Thanks for being there for us who are alone but with you in spirit."*

Perth, Western Australia: *"Greetings and many thanks to all of your staff at Creighton for the Daily Reflections. I find them most helpful for my daily homilies here where I am chaplain."*

Argentina: *"Every day early in the morning I begin my journey reading your daily reflections. I am an orthopedic surgeon, 47 years old, married and with three children, and medical director of a 220 bed public hospital at the southern Argentine Patagonia…"*

Turkey: *"I am a US service member, a Lt. Col., presently serving on a remote assignment in Turkey. There is no chaplain here and the nearest Catholic Church is 3 hours away. Today I came across the Creighton Daily Reflections. Thank you very much.*

A. Listening Inside Creighton

In 2005, the Office of Institutional Relations developed and administered an electronic survey to collect information about the service involvement of the Creighton faculty, staff and administrators. The survey asked responders to complete a simple questionnaire noting their involvement in the community, locally, regionally, nationally, and internationally, but only if they held

leadership positions on boards, committees, and professional organizations. Eighty-two administrators, 151 faculty, and 162 staff members reported their involvement with 937 civic, governmental, professional, religious, and service/social organizations. Of those leading health-related organizations, seventy-six did so as a representative of Creighton, 115 led a professional health-care organization, and forty-four led a health-related organization out of personal interest. For non-health-related service, 168 persons served as leaders and representatives of Creighton. One hundred thirty-four individuals did so for professional organizations, and 396 led an organization out of personal interest. Four persons reported leading an organization in another capacity.

Our libraries seek feedback as well from their constituents on campus. In the most recent survey of library clients, 93% found library staff to be approachable; 97% found library staff to be knowledgeable; and 92% were satisfied with staff responsiveness. Eighty-seven percent reported being satisfied overall with the services and resources provided by the library.

B. Creighton's System for Coordinating Knowledge of Its Engagement/Service/Community Relations Activities

Creighton has no single center that oversees the service and outreach programs for all of Creighton University and the Creighton University Medical Center (CUMC). Instead, it has a network of persons, appointed by Vice Presidents and Deans, who are accountable for information about the service and outreach activities within their schools, colleges or units. The CU and CUMC Community Relations Network is comprised of forty-three members and reports to the Vice President for Institutional Relations. Members of the network are students, faculty, staff, and administrators.

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The full CU & CUMC Community Relations Network meets biannually to engage in a review of what Creighton is doing in the community and why. Similar to this decentralized method of attending to University-sponsored engagement and service, financial support of fundraising, service, and community outreach activities is also decentralized, giving individual colleges, schools, and units the flexibility to respond to the service needs of their constituents. The Office of the Vice President for Institutional Relations manages communication across the Network by coordinating meetings, managing a listserv, and serving as a liaison from the President's Office. Members of the Network volunteer on three subcommittees: the Subcommittee for Creighton's Support of Community Events, the Subcommittee for the Development of "Creighton in the Community" (Creighton's service-oriented television program), and the Subcommittee for the Community Relations and Service Web Site.

Creighton has twenty-five off-campus locations at which it provides multiple services in health care, law, technology education and service to nonprofit organizations. Fifteen of those locations provide health care. Students and health care professionals are learning and serving diverse populations at each site. One of the sites at which Creighton serves the campus community (in addition to other groups in the region) is the Creighton Retreat Center in Griswold, Iowa.

Based on our mission, university-sponsored engagement and service supports:

- All levels of education,

- The Catholic community,

- Health care initiatives and relationships,

- Diversity outreach to the underserved, and

- University government and civic concerns.

Those five topical areas serve as guidelines for Creighton's community partnerships. Creighton personnel respond well to those guidelines, as shown by the number of programs from each of the units represented by Network members in 2005. Of the 150 programs at 440 locations, these programs affect a variety of our communities (note that some programs affect multiple communities):

- 113 programs in which Creighton works with and is an advocate for underserved populations,

- 106 programs in which Creighton works with diverse communities,

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- Seventy-five programs in which Creighton works with groups across all levels of education,

- Sixty-six programs in which Creighton was involved with health care initiatives and relationships, and

- Fifty-six programs working in public service with city, county, state, federal, and tribal agencies.

Of the 150 programs, 86% take place in the poorest part of Omaha. Other results from the 2005 questionnaire include the following:

- Creighton University Medical Clinics had 504,486 patient visits to the medical, dental, pharmacy, occupational therapy, and physical therapy clinics in 2005. A core part of their service and educational programs are providing care to the uninsured and underinsured which resulted in unreimbursed and charity care in excess of $23,500,000 in 2005.

- Through Creighton's Law Clinics, students and professors provided free legal services to 1,467 individuals and families.

- Creighton supported 111 nonprofit community events through the purchase of tables at fund-raisers and participation in walks and runs for issues consistent with the Jesuit Catholic mission of Creighton.

- Fifty-five Metro-Omaha organizations used Creighton's facilities at no cost. Most prominent among them are the Special Olympics, the state-wide Nebraska Academic Decathlon, and the National Youth Sports Program.

C. Constituents' Views of Creighton University

In 2006, an outside consultant was employed to help the University understand how or whether its constituents valued our engagement and service. The following summary comments are from that consultant's June 2006 report:

1. Yes, agencies with whom Creighton has an affiliation do perceive Creighton to be, in many cases, of service to community needs. While most organizations interviewed have a generally positive perception of Creighton and its outreach programs, careful scrutiny of the suggestions made in this section may prove beneficial to Creighton.

2. Nearly all the organizations interviewed expressed a partnership with Creighton in fashioning the community. This partnership was viewed with a sense of pride. Agencies expressing limited or no partnership with Creighton still acknowledged the value of other "partners" and valued community in the affiliation.

3. The question addressing future plans during the next three to five years is worth further exploration. Representatives from each organization responded enthusiastically regarding their hopes and dreams for the future. Especially noteworthy are the ideas pertaining to collaborative technology, mutual objectives in the provision of health care, and the value in partnering with Habitat for Humanity, which has become a high-profile organization.

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4. An apparent "natural" partnership exists between Creighton and religious-based non-profit agencies. However, non-Catholic organizations expressed a sense of pride in the relationship with Creighton and its community contributions as well. Further study is necessary to examine which community organizations, both religious and non-Catholic, might provide even greater benefit to Creighton and the community.

5. The particular question regarding programs that Creighton might choose to eliminate was addressed least directly. Discreet further inquiry is necessary into the perceptions held by at least two of the non-profit agencies.

6. Creighton is a high-profile institution of higher learning and, in general, is held in high academic regard in the local metropolitan community. Its ability to identify and offer specific areas of expertise within the university to the community has proven to be a positive attribute contributing to the overall perception by the general public. A number of the individuals interviewed connected Creighton to CUMC and responded to the questions based on their opinions of CUMC.

7. Obviously, not all comments and responses to the interview questions were positive, but a majority held that view. Even those bearing a negative connotation should be investigated to determine whether or not there is validity to the claims.

All forty-three members of the CU & CUMC Community Relations Network have been asked to review the entire report followed by feedback to the Vice

President for Institutional Relations. Their comments, along with results from surveys conducted this past year, will be integrated into a Strategic Plan of Action for Community Relations in 2006-2007.

The CCSJ routinely seeks evidence of constituent value in Creighton's local, national and international engagement and service. Locally, its annual (August) Service and Justice Fair provides the opportunity to approach many community service providers in the Omaha area and monitor their changing needs, staffing, and priorities. Written evaluations and information folders allow the CCSJ to stay current with program and volunteer needs. Each May, numerous agencies respond to the CCSJ's offer to post descriptions of their volunteer needs in the CCSJ newspaper and on the CCSJ web site. Agencies, schools, and churches also respond to the CCSJ offer to send email messages that notify students about the organizations' needs for volunteers. The CCSJ staff works with local hosts to evaluate the weekly service led by CCSJ Student Coordinators. These relationships generate requests to use a room for ameeting or the ballroom for a conference or a fund-raising dinner. The University has been cooperative and generous in meeting these requests. The Archdiocese has expressed appreciation for the unique CCSJ service to the Archdiocesan Social Ministry Commission as they upload the commission's weekly action alert and information page on the CCSJ web site.

Nationally, the CCSJ has discovered, through written evaluations from Spring Break Service Trip hosts, that the host organizations appreciate the energy, dedication, hard work, sincere interest and witness of our students to the values espoused by the program (i.e., simplicity, community, justice, service and reflection). Student participant evaluations, as well as letters from alumni years later, repeatedly confirm that this is a transformative learning experience and that they receive much more than they give.

In University College, evaluations of the gifted and talented programs are solicited, read and used in future program planning. Evaluations are solicited from participants, parents and the teachers who staff the programs. Changes are made accordingly in programming, even as the programs receive positive evaluations.

Likewise, the Archbishop, the personnel in the ministry offices of the Archdiocese, and the adults who participate in these programs appreciate the services provided by Creighton University. The explosive growth of the summer program in Priestly Formation is evidence that bishops and seminary directors from around the nation appreciate the services provided as well. Furthermore, the international requests for consultation from the faculty in the Institute for Priestly Formation evidence the salient importance of the programming provided. Even the Christian Spirituality program has gained an international reputation, attracting adult students from Europe, Africa and Australia.

D. Potential Loss of Funding for Engagement and Service

Creighton receives no funds from state appropriations to support service and outreach programs or activities. Creighton either supports its service and outreach activities through the University budget or secures other funding to

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help educate students in accord with its Jesuit charism. At present, half of Creighton's service and community outreach programs are funded by Federal grants, alumni/donors, and friends of Creighton. As with all externally funded programs with a finite life cycle, the University continually seeks new grant opportunities from private, state, and federal sources to provide the outreach programs that meet the changing needs of our communities.

Because Creighton's mission is to educate women and men to be leaders in their careers and professions in service to others, most undergraduate units of the University which provide opportunities for service and reflection are funded by the University budget. Examples include administration of the Center for Service and Justice and programs in Residence Life, which work with student formation. However, many of the outreach programs of the Health Sciences professional schools and other units of the University are funded by government grants. Creighton already has been notified that some will not be refunded in the next three years.

Those programs most in jeopardy of losing part or all of their funding from outside sources in the next three years are located in the following areas:

- Health Sciences - Circles of Learning: Community and Clinic as Interdisciplinary Classroom, School of Pharmacy and Health Professions working with Native Americans on their reservations

- Health Sciences - Multicultural & Community Affairs (HS-MACA) (programs working with minority populations)

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- Health Sciences - Creighton Community Health Center at 5420 Northwest Radial Highway (working with minority populations)

- Health Sciences - School of Nursing – outreach to private schools for health screenings (equipment costs may not be continued.)

- Academic Affairs - School of Law – clinic outreach positions in state of Nebraska and South Dakota

- President's Office - Creighton at Bryant Community Technology Center (working mostly with adult minority populations close to campus)

- Student Services - the summer National Youth Sports Program (NYSP) lost funding in 2006. This program had a twenty-year history located at Creighton during the summer months. Because of the lost funding, approximately 300 to 400 low-income and underserved grade school and junior high school students were unable to participate in summer health, athletic, and enrichment activities.

For the most part, this loss of funding is attributable to changes in the federal and state governments' focus for educating and serving vulnerable children and adults. The University is committed to regularly reviewing these programs and adapting them to fit community needs and the then current funding priorities of the University.

Although each of the units noted above is engaged in efforts to address its own concerns, the Office of the Vice President for Institutional Relations has called together the Community Engagement Task Force to assist in securing additional funding. Representatives from all areas in which Creighton finds itself vulnerable are participating on the Task Force. The Task Force is working to develop interdisciplinary models that might be funded by donors, alumni, or grants from federal agencies. Any new creative models will continue the education and service provided by the Creighton units which find themselves vulnerable to loss of funding for staff, education, or services.

Strengths, Challenges, and Self-Recommendations

The strengths and challenges presented below were derived from three sources: (1) feedback received from faculty and staff during the self-study process, (2) feedback received from our Town Hall Meetings, and (3) other discussions among faculty, staff, and administrators. Self-recommendations were generated from those same sources, but have been in process through our regular strategic planning processes as well.

Strengths

1. Creighton understands that engagement and service are critical to a Jesuit education and its mission to mentor and form students who will be "men and women for and with others."

2. The level of outreach by Creighton's faith-based initiatives is very high. In particular, the world-wide reach of Creighton's Online Ministries is exemplary.

3. The high quantity and quality of student, faculty, and staff engagement in healthcare-related service at the local, regional, and international levels fills a significant need among our constituents.

4. Our service to and engagement with Native American populations has been successfully embedded into several academic programs across our colleges and schools.

5. The University has established a robust system for tracking University-sponsored faculty, staff, and programmatic service activities. The Center for Service and Justice also has a robust system in place for tracking student service activity facilitated through that office. The Center is in the early stages of seeking evidence of student learning in that service activity.

6. Creighton's behavior as a good neighbor was recognized in 2006 by the New England Board of Higher Education. Creighton was one of twenty-five institutions acknowledged as "exemplary examples of community revitalization and cultural renewal, economic drivers of the local economy, advocates of community service and urban developers, both commercially as well as in housing."

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Challenges

1. The University regularly meets with its local community partners. Due in large part to the recent physical expansion of the University, many of those meetings are informational in nature. The nature of community feedback and opportunities for discussion with those community partners is less than it could be and should be enhanced to become more interactive.

2. Creighton receives no funds from state appropriations to support our service and outreach programs. At present, half of the University's service and community outreach programs are funded by Federal grants, donors, and friends of the University. As with all externally funded programs with a finite lifecycle, the University's continual challenge to fund mission-critical service and outreach places pressure on its operating budget.

4. Creighton's engagement and service with Latino high school students is weak. This situation presents a gap in our student recruiting strategy, made more significant by the projected demographics of college-bound teens over the next twenty years.

Self-Recommendations

1. The University will develop more ways to engage with high-school-aged Latino communities, first in the Omaha metropolitan area and then beyond.

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2. Creighton has made information about its service and community outreach and engagement activities and resources more accessible to internal and external communities. The sharing of this information will be combined with greater opportunities for interactive dialogue with those communities about their respective needs.

3. The University will make the financial stability of its service and community outreach and engagement programs a strategic priority, especially in the professional schools, since those activities represent a strong component of our mission.

4. Service and engagement activity data that is gathered will be integrated into the institutional research function so that it can inform strategic planning, budgeting, and curricular development processes.

5. Given the proven success of the Center for Service and Justice's initiatives, the scope and funding of this office will be increased to accommodate as much of the domain of community-based learning and service as possible.

6. The scholarship of Creighton's faculty and students will become more integrated with community planning when requested and needed.
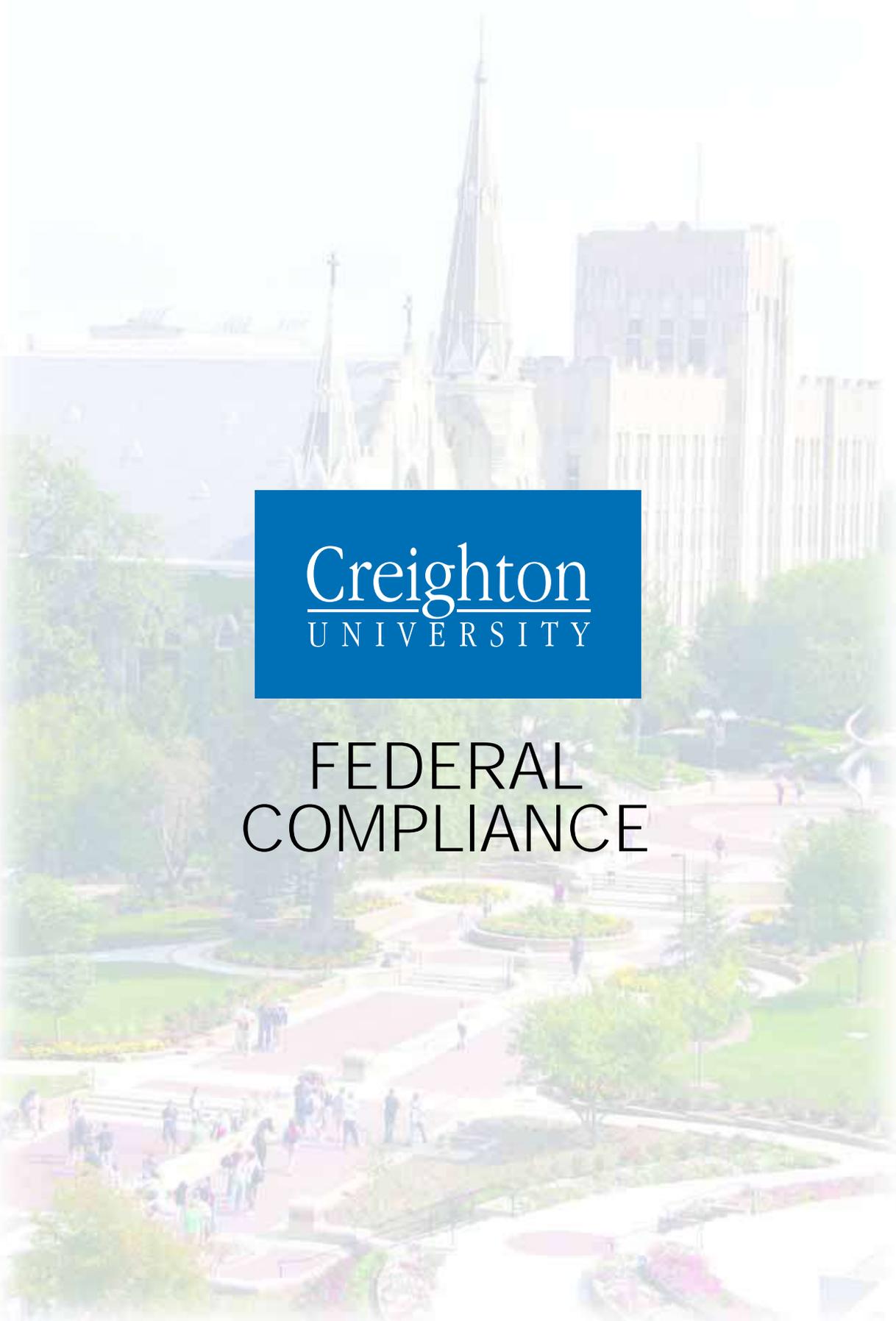
FEDERAL COMPLIANCE

Federal Compliance

Credits, Program Length and Tuition

The semester is the unit of instruction used for computing the amount of work required for graduation at Creighton University. One semester hour is equivalent to one fifty-minute period of recitation or lecture per week for one semester. Two or three fifty-minute periods of laboratory are normally equal to one period of lecture or recitation. In some programs, however, three or four fifty-minute periods of clinical or fieldwork are equivalent to one credit hour. Academic calendars vary by program and are available online in each School's Bulletin.

Program length varies by degree. The minimum number of hours required for a Bachelor's degree in the College of Arts and Sciences, the College of Business Administration, and traditional BSN in the School of Nursing is 128. The School of Nursing, however, offers an Accelerated 1-year Bachelor's degree to individuals who already posses a non-nursing Bachelor's degree, and a three semester program (LEAP) for working registered nurses who want to obtain a Bachelor's degree. The program length for professional degrees offered by the University in Occupational Therapy, Physical Therapy, Pharmacy, Emergency Medical Services, Medicine, Law, and Dentistry is available on those programs' respective web pages. Graduate programs also vary by degree sought and field of study.

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All current student permanent academic records of Creighton University are the responsibility of the Office of the Registrar. This record contains cumulative class and grade history, including majors, minors, and degrees conferred. Current students have the ability to inspect electronic displays of their records by logging into Student Self Service system from the Our Students web page.

Creighton University utilizes different tuition rates across its programs. The relative rates are determined by market considerations and instructional costs. The following chart provides the 2006 - 2007 tuition rates for entering students on a per year basis.

Program	2006-07
Physical Therapy (DPT)	$22,440
Occupational Theerapy (OTD)	$22,440
Law (JD)	$23,848
Traditional Undergraduate in Arts & Sciences, Business and Nursing	$24,166
Pharmacy (PharmD)	$25,010
Dentistry (DDS)	$36,878
Medicine (MD)	$39,208

Organizational Compliance with the Higher Education Reauthorization Act

Creighton University maintains current copies of all documents required by the Higher Education Reauthorization Act. All documents relating to Title IV compliance (Program Participation Agreement and Eligibility and Certification

Renewal) are available in the Financial Aid Office. As can be seen below, Creighton University's default rate on Stafford and Perkins loans is negligible.

Fiscal Year	Number of Borrowers Entering Repayment	Number of Borrowers Entering Repayment & Defaulted	Stafford Default
2004	NA	NA	1.3%
2003	1,188	11	0.9%
2002	1,169	17	1.5%
2001	1,243	25	2.0%
2000	NA	NA	1.4%

Fiscal Year	Number of Borrowers Entering Repayment	Number of Borrowers Entering Repayment & Defaulted	Perkins Default
2004	578	9	1.6%
2003	544	9	1.6%
2002	519	5	1.0%
2001	524	17	3.2%
2000	565	23	4.1%

Creighton University is one of only six Jesuit institutions across the United States to be accepted as a partner with the United States Department of Education in their Quality Assurance Program. As a participant, Creighton has helped develop tools, including online self-assessments, to enhance the management of student aid delivery.

Creighton University is in compliance with the Cleary Act and posts its Crime Statistics on the web for the public to access. The Public Safety website also has information about personal safety on campus, sexual assault prevention and

Creighton University Graduation Rates			
Year Entering	Number in Entering Freshmen Cohort	Number graduating within six years	Percentage graduating within six years
1991	749	539	72.0%
1992	843	602	71.4%
1993	833	547	65.7%
1994	796	531	66.7%
1995	745	538	72.2%
1996	832	591	71.0%
1997	804	567	70.5%
1998	794	561	70.7%
1999	819	612	74.7%
2000	881	650	73.8%

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Creighton University					
Year Entering	Freshman Year Attrition Rate	Year Entering	Freshman Year Attrition Rate	Year Entering	Freshman Year Attrition Rate
1996	14.8%	2000	14.6%	2003	12.3%
1997	17.7%	2001	13.5%	2004	13.2%
1998	14.6%	2002	14.2%	2005	13.7%
1999	13.2%				

emergency procedures. Further, the student newspaper reports weekly criminal activity on campus. If needed, the campus community is alerted to immediate crime threats by email and flyers.

A ten year history of graduation and attrition rates (undergraduate) are also available on the web through the University Fact Book.

Federal Compliance Visits to Off-Campus Locations

Creighton University offers Nursing courses at Mary Lanning Hospital in Hastings, Nebraska which fulfill requirements for a Bachelor's degree. At the time of the initiation of this program, the Higher Learning Commission was notified. A letter from North Central Association Associate Director, Mary Breslin, to Rev. Michael G. Morrison, S.J., President of Creighton University, dated August 10, 1999, confirmed approval of this off-campus site.

Advertising and Recruitment Materials

Advertising materials currently in use that reference Creighton's affiliation with the Higher Learning Commission do not include the Commission's contact information. However, Creighton University is prepared to fully comply in new materials as they are prepared. Future statements of affiliation will read:

> Creighton University is accredited by the Higher Learning
> Commission of the North Central Association of Colleges and Schools
> Commission URL: www.ncahigherlearningcommission.org
> Commission Phone: (312) 263-0456

The University does display the Higher Learning Commission Mark of Affiliation at two locations on its web site:

• The University's Accreditation home page
• The Academics Programs web page within the Undergraduate Admissions web site

Faculty and staff regularly seek external funding for their research projects. In the 2005/06 academic year, researchers submitted nearly $150 million in grant applications, with $43 million awarded. Over the past nine years the dollar value of grant applications has increased 89%. The number of grant applications has increased 46%. Across that same time period, the dollar value of grants awarded increased 93%. The number of awarded grants increased 46%.

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FY 2005-06 Grant Activity Listed by Academic or Administrative Unit				
Academic/Administrative Unit	Submitted		Awarded	
Arts & Sciences	$6,082,526	(56)	$1,025,016	(24)
Business Administration	$84,530	(2)	$47,000	(2)
Dentistry	$945,335	(18)	$518,750	(18)
Law School	$126,658	(2)	$445,000	(2)
Medicine	$126,105,265	(1157)	$31,030,484	(977)
Nursing	$1,378,971	(6)	$175,129	(3)
Pharmacy & Health Professions	$3,974,210	(43)	$1,200,594	(25)
University College	$0	(0)	$0	(0)
VP for Academic Affairs	$6,766,867	(18)	$4,912,337	(13)
VP for Health Sciences	$2,750,969	(18)	$3,225,494	(16)
VP for Information Technology	$0	(0)	$0	(0)
VP for Institutional Relations	$0	(0)	$0	(0)
VP for Student Services	$26,655	(4)	$9,457	(2)
VP for University Ministry	$440,436	(3)	$438,436	(2)
VP for University Relations	$0	(0)	$0	(0)
Other Administrative Units	$41,783	(2)	$4,184	(1)
Total	$148,724,205	(1329)	$43,031,881	(1085)

Organizational Records of Student Complaints

Both responding to student complaints and record-keeping in that regard are undertaken by several offices at Creighton. The President's Office responds to complaints by systematically forwarding them to the appropriate academic or nonacademic office and keeping copies to assure response. Records of complaint and the response(s) are kept in the form of photocopies of the correspondence. The Division of Student Services, through that Division's Vice President's office, responds to complaints and maintains files of relevant correspondence. Similarly, each college and school has an established procedure for responding to student complaints.

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Professional Accreditation

Fifteen departments, units, and colleges and schools have sought and received specialty accreditation. The table below details the programs receiving accreditation, their accrediting commission, the year they were last re-accredited, and the year in which they are next scheduled to be reviewed for specialty accreditation. Our Athletic Department NCAA certification is listed, as well.

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Program	Accreditor	Year of Accreditation Renewal	Year of Next Scheduled Accreditation Review
Athletic Department	National Collegiate Athletic Association	2005 (certification)	2014
Athletic Training	Commission of Accreditation of Allied Health Programs	2003	2008
Counseling & Psychological Services	International Association of Counseling Services	2005	2010
Department of Education	1) National Council for the Accreditation of Teacher Education 2) State of Nebraska Department of Education	1) 2003 2) 2002	1) 2010 2) 2009
Department of Social Work	Council of Social Work Education	2004	2012
Doctor of Occupational Therapy	Accreditation Council for Occupational Therapy of the American Occupation Association	2001	2011
Doctor of Pharmacy Program	Accreditation Council for Pharmacy Education	2006	2012
Doctor of Physical Therapy Program	Commission on Accreditation in Physical Therapy Education	2004	2010
Emergency Management Services Program	Commission on Accreditation of Allied Health Education Programs	2006	2011
James R. Russell Child Development Center	National Association for the Education of Young Children (NAEYC) Academy for Early Childhood Program Accreditation		2009
School of Dentistry	Commission on Dental Accreditation	2005	2012
School of Law	American Bar Association - The Association of American Law Schools	2002	2009
School of Medicine	Liaison Committee on Medical Education	2004	2012
School of Nursing	Commission on Collegiate Nursing Education	2001	Midterm report – 2006
College of Business Administration	The Association to Advance Collegiate Schools of Business	2002	2010
Department of Accounting	The Association to Advance Collegiate Schools of Business	2002	2010

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