THE CREIGHTON 2000 PLAN

VIEWS FROM 1996

August 1996
Preface

This report, Creighton 2000: Views from 1996, is the first attempt to use the Creighton 2000 Plan for the University as a tool for annual planning. In this document, progress toward reaching each of the Plan's ten Goals and eighty-one objectives and sub-objectives is assessed and recommendations for further progress are offered. This first step, despite its inevitable imperfections, is the foundation for an annual planning process designed to ensure that the University's most important aspirations inform and direct decision-making at every level.

Strengths and Cautions

This document is a compilation of reports on each of the Plan's Goals, objectives, and sub-objectives--ninety-one in all. These pages contain the work of more than five dozen authors, representing the breadth and complexity of Creighton University. Many more individuals supplied important information and perspectives to the authors of the various reports. This document has, therefore, the strengths of a grassroots process. Many voices are heard in these pages; many levels and kinds of expertise are evident; multiple innovations and new stresses are urged.

The report also bears the imprint of a planning process driven by function rather than structure. Unlike typically vertical planning (e.g., faculty reports sent to a department chair, chairs' reports to the Dean, then to a Vice-President and on to the President), authors of the various sections of this report assembled information and perspectives horizontally, reaching across traditional University boundaries to assess progress on Goals and objectives that are shared across units. The vitality and fresh thinking that this approach provoked is clear in the following pages.

These strengths suggest corresponding cautions in using this report. First, this is not the University's Plan. The official Plan is composed of the ten Goals and associated objectives and sub-objectives. This document is an assessment of progress toward achieving the Plan, with recommendations for further progress. Moreover, the assessments and recommendations contained herein are not themselves official University positions. Each report represents the best thinking of its author. No person or committee screened the component reports of this document. Inconsistencies in assessment were neither removed nor noted; priorities were not established among the many recommendations. Reports were assembled as submitted.

It is also worth observing that the assignment of responsibilities for authoring reports to those with special knowledge or commitment to the Goal or objective in question as well as the horizontal character of the process tend to promote enthusiasm for special projects and concerns. By its nature, vertical reporting forces a recognition of limitations and trade-offs. Horizontal reporting does not.
The Questions

In assembling the many reports that compose this document, multiple changes were made in format (e.g., indentation, bolding, numbering) and style (e.g., employing third person narrative) in order to create a uniform appearance. Some prefatory material and citations to other documents and studies were eliminated. Names of schools and colleges were corrected as necessary, as were some obvious misspellings. Otherwise, there was little editing. Reports are contained herein substantially as submitted.

Four questions are the focus of all the reports. Responses to the first two questions, a. and b., were required of all reports. (Where reports did not distinguish a. from b., an attempt was made to do so. Where this was not possible, the response is simply titled a.) Responses to c. and d. were optional. In order to save space and avoid needless repetition, the questions were removed from all reports. These are the questions that were posed:

a. What is the present status of the University with respect to achievement of your Goal, objective, or sub-objective?

b. What steps are in process, are being planned, or should be planned to achieve your Goal, objective, or sub-objective?

c. What resources or changes in policies and practices would help us achieve or progress toward achieving your Goal, objective, or sub-objective?

d. What new efficiencies, cost reductions, or increased revenues are possible in the areas affected by your Goal, objective, or sub-objective? How could they be realized?

Some Responses

A document as rich and complex as this cannot be condensed without significant loss of content and tone. An executive summary would be misleading. Nonetheless, it may to helpful to alert the reader to some of the more significant findings and recommendations offered in these pages, especially those that indicate failures in achieving objectives or that propose new or costly initiatives. The following stand out, ordered by the Goals they involve.

1. There is little to no regular evaluation of faculty member’s contribution to the University’s mission. There has been little progress in increasing the numbers of minority faculty. Faculty compensation is uneven across the University when compared with relevant peer groups. Faculty development opportunities look good on paper, but may not be widely accessed.

2. “Adequate” financial aid needs definition. The number of under-represented minority students has decreased from 1992 to 1995. The percentage of male students has dropped
to about 40%. The University has not moved quickly to define its commitments in the area of distance learning.

3. There is a call for a significant increase in spending on the University’s three libraries.

4. The University needs a computer repair service and more opportunities for faculty and staff computer training.

5. Employee training and development programs are needed. Staff compensation needs improvement.

6. There is a call for more uniformity in the use of mission considerations in hiring. More staff is needed to serve the spiritual needs of non-Catholic students.

7. The annual budget for plant and facilities maintenance is inadequate. A unitary and consistent level of capital funding should be created.

8. Data relevant to stewardship of endowment funds is not centralized. Increased staffing in the area of estate and trusts services is needed.

9. The role and value of image advertising versus marketing needs clarification. Advertising efforts across the University are not coordinated and graphics standards are often ignored. More resources may be needed in this area.

10. More research is needed to support decisions about tuition rates. Enrollment projections are difficult because of fluctuating student interests. The University does not have a distinct capital budget nor a plan to fund depreciation. There has been no progress in development of an incentive program for faculty and staff retirements. Support areas have not developed institutional benchmarks.

What’s Missing
It is also important to note that some areas of particular or ongoing concern at the University are not treated at all in this document or receive very little attention in light of their significance. This may indicate inadequacies in the way this process of reporting was carried out in its initial iteration, or it may indicate flaws in the Plan itself.

Omissions or understated areas of concern include the enrollment decline in the College of Business Administration, the need for substantial investment in science equipment in the Creighton College of Arts and Sciences, and the impact of hospital competition on the School of Medicine. This report also makes no assessment of academic programs, nor of the faculty’s effectiveness in teaching, scholarship and service. Moreover, it is obvious but worth stating that not all the assessments and recommendations presented here will command assent throughout the University.
Appreciations

*Creighton 2000: Views from 1996* is the result of significant efforts by many dedicated individuals in an exceptionally short time. Chairs responsible for the ninety-one reports contained in this document were named at the beginning of April; the final report was submitted to the President by mid-August. People throughout the University made this possible by responding quickly to requests for meetings and information and by submitting reports in a timely manner. This kind and degree of cooperation is indicative of the strength of Creighton University and is greatly appreciated.
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7.2.1 Fred Nesler, Budget Director
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10.7  Fred Nesler, Budget Director
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10.9  George Grieb, VP Administration and Finance
10.10  George Grieb, VP Administration and Finance
10.11  Dan Burkey, Controller
10.12  Fred Nesler, Budget Director
GOAL I

Creighton will recruit and retain an outstanding faculty committed to advancing its mission.

a. In general, faculty salaries are near but slightly lower than national means, though this is variable from school to school and even in different programs within schools. Fringe benefits are comparable to those of peer institutions.

All schools have enhanced faculty development opportunities, providing leave policies, mentoring programs, teaching awards, support for development of new courses, teaching workshops, merit raises and participation in courses. The U.S. West Academic Development and Technology program is a notable example of faculty development.

Specific standards for teaching, scholarship and service exist for all schools. However, clear standards for evaluation of contribution to the Jesuit Catholic identity of the University do not generally exist.

The hiring of women faculty has shown a trend upward since 1991, constituting 48.2% of new faculty hires in 1995. In respect to ethnic diversity, however, the record still is not impressive (12.2% of faculty are members of minority groups), although good faith efforts have been made.

Interdisciplinary teaching and scholarship are prevalent and stimulate collegial interaction and cooperation.

Each school is committed to integrating outcomes assessment into academic programming and strategic planning to assure continuing academic improvement.

The Jesuit Catholic identity portion of the Mission Statement is used variably by schools in their hiring practices and hardly at all in faculty evaluations.

b. All sub-Goals of Goal I remain appropriate and thus continued monitoring and effort is essential. There are some special challenges that require attention.

Though we have improved with respect to gender and ethnic diversity, this remains an area in need of special attention.

We should develop and implement means of consistently evaluating prospective and existing faculty members' commitment to and contributions to the Jesuit Catholic identity of the University.

The faculty is the single most important resource of the University. We must seek means
to utilize faculty time most effectively and most productively in teaching and scholarship by enhancing interdisciplinary, interprofessional, and interschool integration and collaboration.

1.1 Faculty compensation must be carefully monitored. Our Goal is to be competitive with comparable universities. (Annually)

a. Creighton College of Arts and Sciences - Current salary levels, although much improved in recent years, still are not commensurate with the reputation and success of the College’s faculty. Salaries at each rank should to AAUP’s level 2 (70th percentile) as soon as possible, then to level 1 (80th percentile), and even to 1+ (95th percentile).

College of Business Administration - Salaries within the College of Business Administration are compared against four databases which consist of the ten comparable regional schools/colleges of business as reported by the AACS, the 17 Jesuit schools/colleges of business administration, the public accredited schools/colleges, and the private accredited schools/colleges of business administration. Comparisons indicate that Creighton University ranks from 3 to approximately 12 percent below the mean as reported by these surveys. The College is attempting to position itself more competitively than it has been. However, this will be a long-term process.

School of Dentistry - Salaries for clinical science faculty at the Creighton University School of Dentistry approach the mean salaries paid by other private dental schools in the United States. Salaries on the national level are published each year by the American Association of Dental Schools. This report is a valuable resource to compare Creighton faculty salaries with other institutions in the nation. At the present time Creighton salaries are competitive with other private dental schools. The Goal of the School of Dentistry is to maintain a competitive salary level in the future to help attract and retain qualified faculty members.

Graduate School - Faculty members of the Graduate School are paid through the respective schools/colleges in which they hold their primary academic appointments. Therefore, the Graduate School does not track faculty salaries, and therefore the Graduate School has no report to make with respect to the monitoring of faculty compensation.

School of Law - The competitiveness of the law school faculty salaries are monitored by reviewing national data from the reports based on the American Bar Association annual questionnaire, which is released by confidential memo to deans of member law schools. The salaries of Law School faculty members at Creighton University are below the average and median national salaries, although the salary tables do not use local cost-of-living information to determine real comparative worth. The Goal of the Creighton Law School is to continue to gradually increase faculty salaries over the next few years to be more competitive.
School of Medicine - Salaries within the School of Medicine are continuously monitored with respect to national and regional standards. Historically, compensation for basic scientists in the School has been below the national mean and above the national mean for clinical faculty. This has occurred for one fundamental reason: the marketplace. The school has made a concerted effort over the last ten years to bring up the basic science faculty to the national mean. All new hires are at or above the national mean, and a concerted effort is being made to bring up some historically low salaries of existing faculty members. Creighton clinical faculty operate in a very competitive market, and while salaries are considerably less than private practice, attractive salaries must be offered in order to recruit and maintain quality faculty. With the formation of the Creighton Medical Associates, the general compensation of the clinical faculty is currently being reviewed by an experienced consultant firm to define an appropriate compensation package that provides appropriate incentives for faculty while maintaining service, education and scholarly missions of the School. New ways to look at basic science faculty compensation are also currently being reviewed by the consultants.

School of Nursing - The School of Nursing uses guidelines published by the American Association of Colleges of Nursing (AACN) for faculty salary ranges. The average salary for each rank within the School of Nursing currently falls below the mean salary per rank published by AACN. The School competes in a local market for faculty members, and salaries in this market fluctuate from year to year. As a consequence, the degree of competitiveness also fluctuates within this local market.

School of Pharmacy and Allied Health Professions - Faculty salaries in Pharmacy have not kept pace with the national average, or peer institutions, and salary compression has occurred. In recent years, in order to hire highly qualified faculty members, salaries have been paid which are higher than salaries of existing faculty members. The Goal of the School is to be at or near the 50th percentile of national salaries and the peer group of institutions. Salary data on both a national basis and with respect to peer institutions is obtained annually from the American Association of Colleges of Pharmacy.

Due to a national shortage of faculty members in Occupational Therapy and Physical Therapy as the result of program expansion and new program development, faculty salaries in these areas have markedly increased in recent years. Salary data are obtained from the American Occupational Therapy Association and the American Physical Therapy Association. As new faculty have been hired in both occupational therapy and physical therapy in recent years, competitive salaries have been paid in order to attract highly qualified faculty members. As a consequence, efforts have been made annually to increase the salaries of previously existing faculty members to levels which are at or near the 50th percentile, and thus prevent rapid faculty turnover.

University College & Summer Sessions - University College does not handle compensation for courses offered through this division. Faculty who teach these courses are paid by the deans of the Colleges of Arts and Sciences and Business Administration. Faculty
who teach summer courses are paid by Summer Sessions. Summer stipends for faculty are based on a percent of the previous year's base salary: three percent per credit hour or nine percent per three credit hour course. When this model was implemented in 1992, it was competitive with summer stipends at peer institutions. Within the next year or two a new review of summer stipends at peer institutions will be completed.

1.2 Each college and school and major support area should develop a benchmark list of 4-7 comparable schools. (June, 1996)

a. All schools have chosen at least 4 benchmark institutions. The parameters the schools use for benchmarking differ greatly, though most look at faculty salaries, tuition, student body size and student-faculty ratios. Arts and Sciences uses additional parameters, including faculty mix (gender and minorities), full-time and part-time faculty, student competition, resources for faculty development, in loco parentis, entrance competition, aptitude test scores, cost of room & board, books & supplies, quality of education, number of majors, average section size, student/faculty ratio, type of core requirements, perception of academic environment, % faculty with doctorates, admission & retention data, freshman high school data, geographic distribution, % attending professional school and available financial aid. A few schools have difficulty gaining access to uniform, high quality data and are working through national organizations to address this issue. A few schools are interested in looking at in-depth benchmarking against specific "processes", such as the processes that have been used by others to devise internship programs or centers of excellence. All schools plan to continue with their current methods of benchmarking and some plan to expand to look at additional parameters or processes.

Major academic support areas have also chosen 4 or more benchmark institutions. The parameters these areas use for benchmarking are unique to their needs. Reports containing all parameters can be found in the office of both academic vice-presidents. However, many support areas have chosen benchmark institutions that overlap with those chosen by the schools.

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### Schools/Colleges and the benchmark institutions chosen

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1.3 Fringe benefits must be carefully monitored to be at least at the median for comparable universities. (Annually)

a. We constantly monitor the overall effectiveness of our benefits (Creighton University Welfare Benefit Plan.) In addition, the University Committee on Benefits meets monthly to discuss all aspects of the various benefit programs. This includes the evaluation of current benefit programs as well as investigating new initiatives. Periodically, the committee surveys other Jesuit Colleges and Universities to conduct a comparative analysis of structures.

b. See paragraph a. above.

c. Due to the myriad and complexity of benefit programs offered to University employees, the Human Resources Department has requested the assignment of an Assistant Benefits Administrator. This individual would help in analyzing our current benefit structure to ensure we are providing the best support possible to our employees as well as ensuring compliance with the requirements of various regulatory agencies.

d. A Human Resource Information System (HRIS) is currently being developed and implemented. Many manual, labor intensive procedures have been automated to decrease workload and the amount of human error attributable to the tremendous amount of transactions required during an individual's period of employment with the University. The HRIS is scheduled for complete implementation by June 30, 1997.
1.4 We must increase opportunities for faculty development. (On-going)

a. Each school or college agrees that the objective is important and, in varying degrees, each is working to improve teaching and scholarship. Some have fairly elaborate plans in process to achieve this Goal. Others are beginning to form plans to achieve the objective.

Each school or college does have apparently effective policies in regards to scholarly leave, released time, conference travel, and professional and intellectual growth. It is not clear, however, that said policies are clearly and publicly available or how or even whether they are actually applied. Although the College of Arts and Sciences has a Faculty Development Handbook, the other units appear to make available their policies through the respective Dean's Office.

Except for the College of Business Administration (COBA), each of the units of the University has in place a functioning, and apparently useful, program for the mentoring of junior faculty. In most cases, the program can be found in a public document. While no formal plan exists at this time for COBA, there are initiatives in place from at least four sources that address this sub-heading either directly or indirectly. This unit should be ready to meet the challenge of mentoring junior faculty in the very near future.

b. We must continue to assess our educational programs and the effectiveness of individual faculty. We must seek our students' evaluations and find a workable peer evaluation system. Faculty need to own this process, that is, realize that this is done in a spirit of professional development.

1.4.1 We must develop means and structures to improve teaching and scholarship. (On-going)

a. Each school agrees that the objective is important and, in varying degrees, each school is working to improve teaching and scholarship. Some schools have fairly elaborate plans in process to achieve this Goal. Other schools are beginning to form plans to achieve the objective.

b. In the College of Arts and Sciences, a center for teaching is under development which will help faculty develop as teachers and as experts in the new educational technology. In the School of Medicine, several departments have formal mentoring programs for younger faculty which help them develop as scholars. Other departments within the School of Medicine have programs for introducing new technology into their teaching. The School of Nursing has recently sponsored a workshop on assessing critical thinking ability in students. We must seriously assess our educational programs and the effectiveness of individual faculty. We must seriously seek our students' evaluations and find a workable peer evaluation system. Faculty need to buy in and realize that this is done in the spirit of self-improvement.
c. The objective to develop means and structures to improve teaching and scholarship must be institutionalized at all levels. We cannot afford to pay lip service to this objective.

The means to achieve this objective is allocation of resources, specifically: (1) money for faculty salary and release time for rewarding excellent teaching, renewal and improvement, and (2) money for new technology (it is imperative that our students learn the state-of-the-art technology since they will be moving on to a work force which uses state-of-the-art technology). Our faculty must be able to keep on top of educational and support technologies. Our infrastructure must be first-rate. The University must commit to continuing innovation and updating of classrooms and educational support equipment (classroom projectors, computer labs, software resources ... ) Just as important are the faculty resources. All faculty must be provided with a state-of-the-art computer workstation for his or her own use and trained to use it. At most schools, a new faculty member receives a state-of-the-art computer upon hiring, however, there is no means in place at most schools to have that computer updated as the years go by (at least every four years). This updating should be built into each school's budget. There are some departments within the School of Medicine in which the administrators (business managers) do not feel computers are necessary for the faculty and there also are some older faculty members who also feel that computers are not necessary. We must change that attitude.

Structures must be built-in within each school and department throughout the University to promote continuing faculty development in teaching and scholarship. Centers similar to the College of Arts and Sciences Center for Teaching should be developed in each school/college. These need to be supported by the dean and senior faculty. New faculty, as well as established faculty, must be made comfortable to experiment with new educational technologies. We must institute a meaningful reward system that rewards and incentives faculty to experiment with new educational methodologies. We need to develop a renewal program for the less than enthusiastic faculty member. (It has been my experience that it is the master teacher who takes advantage of educational workshops-the faculty that could really benefit from these seminars don't show up!)

We must expand the definition of scholarship to include educational and outcomes research. We must publicly highlight educational innovation among the Creighton community. Each school and department must set scholarship Goals (these must be challenging but attainable and realistic). These would be assessed and modified annually. The departments should be publicly rewarded for meeting these Goals. These Goals should be departmentally oriented and negotiated with the Dean, Chair and faculty. Recognizing not every faculty member may have equal skills in teaching and scholarship, some faculty members may be expected to do more research than teaching (and vise versa) but all should be expected to do some of each. At no point should the teaching portion be sacrificed for "research". In regards to increasing scholarship and productivity of our faculty, we must develop an incentive and reward system that rewards scholarship productivity, but not at the expense of teaching. We need to find means for interschool discussion and collaboration.
d. Maintaining faculty salaries, incentives, and sabbatical program is costly. Developing and utilizing state-of-the-art technology to improve our teaching effectiveness also costs money. Keeping the faculty up to date in computing resources will always strain our budget; however, an in-tune faculty will improve teaching and produce a better graduate (as should be shown by our outcome research). In the long term, we will increase our reputation, and increase the quality and number of our applicants.

1.4.2 Faculty need appropriate opportunities for scholarly leave, released time, travel, and general professional and intellectual growth. (On-going)

a. This report offers a quite skeletal view of the applicable programs for faculty development in the various colleges and schools. Obtaining the information on the situation in one college or school raised additional questions: Do the other schools and colleges already have similar programs which they have not considered as development tools? Should some of what was reported really be considered as bonafide development tools? etc.

Creighton College of Arts and Sciences
1. Scholarly Leave:
   Sabbatical Leaves are available to tenured faculty at the rank of Assistant Professor and above. Applications for leave are currently solicited on a seven-year rotational basis. Sabbaticals are for one semester plus an adjacent summer at full pay or for two semesters plus one adjacent summer at half-pay.
2. Released Time:
   Released time consisting of a reduction in teaching load of one (three-hour) course is available for carrying out specific projects.
3. Travel
   a. Faculty Development Travel Grants are available for use in traveling to conferences, primarily for the presentation of papers. They are may also be used on occasion for other types scholarly development.
   b. Faculty Exchange Programs
      1) There is an exchange program with the Dominican Republic operating on regular basis.
      2) There are also exchange programs with approximately thirteen other institutions on a more less frequent basis
4. Professional and Intellectual Growth
   a. Summer Teaching Development Awards are available for faculty who are interested in projects involving innovations in course offerings.
   b. There are Diversity Training Seminars available for interested faculty.
5. Information
   Most of the programs mentioned above are fully described in the Creighton College of Arts and Sciences booklet, Faculty Development Handbook (revised in 1994).
College of Business Administration

1. Scholarly Leave
   Sabbaticals are available to members of the faculty. There is a written policy available and a planned seven-year rotational cycle.

2. Released Time
   There is released time available under special circumstances, such as to develop courses or for other special projects.

3. Travel
   Each department has a travel budget governed by college policy.

4. Professional and Intellectual Growth
   There are development funds for faculty to improve teaching skills.

5. Information
   Information is available from the Dean’s office.

School of Dentistry

1. Scholarly Leave
   There is a written policy on sabbatical leave and leave of absence. The sabbatical leave has been only rarely utilized.

2. Released Time
   Released time is generally arranged by negotiations among faculty members to trade regular loads.

3. Travel
   There is travel money available for professional meetings. Application is made through the Departmental Chair to the Dean.

4. Professional and Intellectual Growth
   There are monthly in-service meetings, continuing education opportunities and a two-day faculty retreat with speakers.

5. Information
   Further information is available from the Dean or Associate Dean.

Graduate School

1. Scholarly Leave
   Not applicable.

2. Released Time
   Not applicable.

3. Travel
   Supplemental Travel Grants are available for faculty members on occasion when the Deans of the Colleges of Arts and Sciences or Business Administration cannot cover expenses for academic travel. Such funds are to perform but not to report on research.

4. Professional and Intellectual Growth
   a. Summer Faculty Research Fellowships are available on a competitive basis with a stipend of $4,000. and an expense reimbursement of $500.
   b. Small Research Grants of up to $500. are available to cover expenses for small research projects.

5. Information
   For more detail contact the Office of the Graduate Dean.
School of Law
1. Scholarly Leave
   Research leave is available and there is a written policy. Application should be made to the Dean.
2. Released Time
   Released time can be arranged. It is obtained through application to the Dean.
3. Travel
   Travel money is available. It is obtained through application to the Dean.
4. Professional and Intellectual Growth
   There is funding available for travel to Annual Association meetings.
5. Information
   Further information can be obtained from the Dean.

School of Medicine
1. Scholarly Leave
   Sabbatical leave is available by application. There is a written policy on sabbaticals. Funding is through the department.
2. Released Time
   Generally released time is not available. This is especially so in clinical areas where it may be needed.
3. Travel
   Travel funds are available through departments. There is no central policy on this and the result is a wide variation in the way this is handled in different areas. Much of the money for this is individually generated. Preference is usually given to funding for conference presentations.
4. Professional and Intellectual Growth
   a. Health Futures Foundation grants are available in two forms:
      1) grants for major projects
      2) tenssmallergrantsof$10,000
   b. Basic Science Research grants are available as seed money for projects.
      Funding varies and is based on a percentage of total NIH dollars received in a given year.
   c. Continuing Medical Education opportunities are available with varying levels of support. Departments are encouraged to find some CME opportunities each year for each faculty member.
   d. Mini-fellowships are available for attending programs to maintain or enhance skills.
   e. Curriculum development workshops are held to help with such teaching skills as effectively moderating discussions.
5. Information
   Further information is available from the Dean's office.

School of Nursing
1. Scholarly Leave
   There are sabbaticals available. The policy is found in the by-laws of the School. Requests should be made to the Dean.
2. Released Time
   There is released time available for special projects.
3. Travel
   Support of up to $250. is available if a paper is being presented.
4. Professional and Intellectual Growth
   a. There is one Dean's Award given each year for travel or to defray other educational
      project or a research project.
   b. Speakers are brought in for meetings.
5. Information Further information can be obtained from the Dean's office.

School of Pharmacy and Allied Health Professions
1. Scholarly Leave
   Sabbaticals are given in accordance with a policy of the Vice President for Health
   Sciences.
2. Released Time None available.
3. Travel
   Travel funds are available in amounts approximately sufficient for attending one
   conference. Funds are applied for through Departmental Chairs.
4. Professional and Intellectual Growth
   a. The Faculty Development Committee which sponsors monthly or bimonthly faculty
      development programs.
   b. There is a peer-review group for teaching development.
   c. An award is given for outstanding scholarship or teaching.
5. Information Further information is available from Departmental Chairs or the Dean's
   office.

b. These areas were not pursued with a second round of inquiry for this first report. However,
   they could well serve as a basis for the second phase of the planning process. We should
   ascertain, for example, in each case the amounts of awards, the frequency of giving the
   awards, the existence of written guidelines, the rotation or cycling of awards, and the actual
   history of the implementation of the various awards and programs. Here the word "awards"
   is used in a rather wide extension of meaning to cover any mechanism for improving faculty
   development and growth. It seems relevant to add that the fact that it took three days to
   gather the basic data contained in this report points to a problem of dissemination of
   information about these programs in some areas. It also seems appropriate to add that
   independent of this particular study, the matter of scholarly leave and released time was
   raised at a meeting of the Ad hoc Committee on Faculty Priorities. This committee was
   selected in consultation with the Faculty Council precisely to establish priorities for
   maintaining and enhancing the quality of our endeavors while planning for efficiency and
   cost-effectiveness.

1.4.3 Mentoring programs should be set up for junior faculty. (June, 1996)

a. The following is a report on the present status of the various University schools and colleges
   with respect to this objective and what steps are in process, are being planned, or should be
   planned to achieve this objective, or to make progress toward achieving it.
The College of Arts and Sciences

The first section in the July 1994 edition of the Faculty Development Handbook for the College is titled "Mentoring Program for New Faculty." That section defines the Mentoring program as follows:

... two (sometimes more) faculty colleagues working together to help create an atmosphere for good conversation about being incorporated into an educational community, with emphasis on teaching, research, and professional service. This formal relationship between the new faculty member and the chair/mentor is required for the first and second years at Creighton. The departmental chair is responsible for ensuring that the new faculty member has a suitable mentor at least for the first two years of employment. Mentors are selected and appointed only after consultation with the faculty member's departmental chair.

b. The handbook continues with some ideas about the mentoring relationship, some suggestions for things to do, especially in the first year, and some reflections on mentoring. There is no indication that further steps are in process, or being planned, or should be planned to achieve this objective, or to make progress toward achieving it. However, the extensive information about a mentoring program indicates that perhaps what is in place is sufficient.

The College of Business Administration

a. The mentoring of junior faculty in the College of Business Administration has traditionally been the responsibility of the individual department chairs.

b. While no formal plan exists at this time for the mentoring of junior faculty, there are initiatives in place from at least four sources that address this issue either directly or indirectly.

1. As part of the College's strategic plan there exists a set of related objectives that call for general faculty development. This development, as planned, could include but not be limited to a schedule of regularly offered rotating sabbaticals; funds for and recognition of the importance of instructional development; and funds for and recognition of opportunities for several kinds of scholarly activity.

2. The full professors in the College of Business Administration met as a group during the 1995-1996 school year. Among the issues they discussed was improving the academic culture in the College of Business Administration. Their discussions centered around academic culture, the meaning of rank in academe, the model of the teacher-scholar, and other related topics. They explicitly outlined the expectations of professors at the three ranks in the hierarchy. This document provides solid background for a plan for mentoring junior faculty.

3. The results of a recent senior survey portrayed the College of Business Administration in an unflattering light. Students were dissatisfied with the faculty on a number of dimensions, many of which can become the basis for a planned program of improvement. In response to the publication of these survey results, Dr. Charles Dougherty challenged the College to take steps to improve in several areas. As we meet this challenge, some significant mentoring of faculty will need to take place.
4. A group of professors and department chairs are meeting during summer, 1996, to set standards for faculty in the College of Business Administration. These standards will provide invaluable guidelines that junior faculty will be able to use to develop work behaviors that are consistent with College and University expectations.

The full-time tenure track faculty in the College of Business Administration are 100% tenured at this time. This situation places little pressure on the faculty for being concerned about the mentoring of junior faculty. Should retirements or other attrition allow us to hire new faculty, this will again become important. As a product of our strategic planning process, the setting of standards for faculty, and our response to the challenge to improve in response to the results of recent senior surveys, the College of Business Administration should be ready to meet the challenge of mentoring junior faculty in the very near future.

School of Law
a. Currently, the Dean assigns a three or four person committee made up of tenured faculty for each of our faculty who are either tenure-track but not yet tenured, or full-time but not on the tenure track. Each mentor committee attends some of the junior faculty member's classes, meets for lunch with the junior faculty member to discuss goals and objectives, reviews the junior faculty member's scholarship, and talks to others on the faculty about collegial issues. At a mid-year faculty meeting, the chair of each mentor committee makes an oral report about progress of the junior faculty member. At the close of the year faculty meeting, the chair makes another oral report, and submits to the dean a written report. The dean discusses these reports with each junior faculty member at annual evaluation meetings.

b. There are no plans to change the current program.

Graduate School
a. All of the plans for mentoring junior faculty come from the individual schools.

University College
a. All of the plans for mentoring junior faculty come from the individual schools.

School of Nursing
a. Junior faculty are assigned to a course group consisting of three to eight faculty led by a coordinator. Mentoring for the teaching role extends for a minimum of one year. Annual evaluations focus on criteria for promotion and tenure. Short-term and long-term goals incorporate those criteria.

Junior faculty are mentored in scholarship by the Associate Dean for the Graduate Program/Director of Research. She mentors groups/individual projects, proposals, and manuscript development and review. She encourages collaboration with faculty who share
common interests. She channels/directs information regarding funding sources to appropriate parties.

School of Pharmacy and Allied Health Professions
a. Mentoring of junior or new faculty in the School of Pharmacy and Allied Health Professions begins with a faculty orientation session organized by the Assistant/Associate Dean for Academic Affairs and the Assistant/Associate Dean for Administration and Research. This faculty orientation provides junior faculty with the basic tools necessary to build a base of support in the three primary areas of academic responsibility, i.e., scholarship, teaching and service. The orientation includes information and informal discussion on the following topics:

I. Organizational Structure of University and School
   A. Lines of Communication
   B. Roles and Responsibilities of Dean
   C. Roles and Responsibilities of Assistant/Associate Deans
   D. Roles and Responsibilities of Chairs
   E. University and School By-Laws

II. Faculty Handbook
   A. Review of Selected Contents of Faculty Handbook

III. Faculty Responsibilities
   A. Teaching
      1. Course Evaluation Tools
      2. Developing Educational Objectives
      3. Developing Course Syllabi
      4. Student Handbook/Bulletin
   B. Scholarship
      1. Grant Review/Grants Administration Office
      2. Writing for Publication - Refereed and Non-refereed
   C. Service
      1. University and School Committee Structure
      2. Academic Advising
      3. Professional Incentive Program
   D. Educational Issues
      1. Confidentiality of Student Records
      2. Changing Grades/Incomplete
      3. Academic Misconduct

V. Miscellaneous Information
   A. Audiovisual Equipment and Classroom Scheduling
   B. Holidays and Vacation/Reporting Vacation and Sick Days
   C. Ordering Supplies
   D. Faculty Benefits
   E. Student Organizations
   F. Basic Library Services
   G. Campus Ministry
The faculty are given a comprehensive collection of handouts to accompany the various topics outlined above so that they can refer to them in the future. Additional intensive sessions are held to focus on particular issues with all faculty, not only junior faculty, such as a session on faculty advising during which the faculty are given revisions to the Advisor's Manual for the upcoming academic year.

The development of junior faculty is also a focus of the School's Faculty Development Committee. The Committee conducted a needs assessment in the Spring of 1995 to ascertain what offerings the faculty would find most useful in the 1995/1996 academic year. The results of the survey formed a schedule of monthly development sessions beginning in October, 1995 with a session conducted by Dr. Wayne Young titled, "Using the MIPS Cart in Classroom Teaching". This session was offered twice. Additionally, Dr. Kirk Benedict polled the faculty who are housed in the Boyne building regarding their learning needs with the MIPS Cart since its use is somewhat different in the Boyne building. Dr. Benedict developed individual learning programs for interested faculty based on their needs. The next faculty development session was "Developing Cultural Sensitivity" presented by Claudia Runyon, Dr. Kate Brown and Dr. Romer Oncanto. Once again, this session was offered on two different days at two different times to encourage maximum faculty attendance. The development session in December was a holiday reception for faculty and staff and their families at the Omaha Club to allow for socializing and relaxation. The Committee felt that these aspects of faculty life deserve attention as well as development in scholarship and teaching. The development session in January was in collaboration with the School of Nursing and the University Assessment Committee. An all-day seminar was presented on Critical Thinking. Selected faculty, nine in all, were participants at the seminar. These faculty were then expected to share the information they obtained in their specific departments.

The February development session was titled, "Caring Professional: An Oxymoron?" and presented by Jack Zuercher, S.J. and Joan Lanahan of the Collaborative Ministry Office. This session focused on the basic characteristics of Jesuit education and explored the conflicts that can sometimes exist between being a caring and competent teacher. The March development session was presented in collaboration with the School's Student Needs Assessment Committee and discussed the Americans with Disabilities Act. The seminar consisted of a videotape and panel discussion with Dr. David Larson of the Law School and Julie Hershiser of the General Counsel's office. In addition to these development sessions, as Chair of the Faculty Development Committee, I send teaching tips and methods that I obtain from the newsletter, The Teaching Professor, and other resources to each of the faculty over the e-mail distribution list for our School. Faculty are then free to print the information if they find it helpful. Faculty response to this additional source of information to help them become better teachers has been very positive.

b. Future plans for the development and mentoring of junior faculty in the School include a system of peer development. Although this is in the preliminary stage of development, I will include some information about how a voluntary peer review program might work. The peer
review program proposal has been developed by Dr. Victoria Roche, Associate Dean for Academic Affairs in the School of Pharmacy and Allied Health Professions. Faculty volunteers, hopefully a mix of junior and senior faculty, will be asked to pair up in teams of reviewer and reviewee. Faculty would be strongly encouraged to reciprocate by serving as the reviewer for his or her partner. Pairs will meet and discuss teaching philosophy, instructional Goals, methods, and perceived strengths and weaknesses. A selfassessment essay on these topics is also encouraged. The reviewer will make occasional visits to the classroom or laboratory, review selected home work assignments, and examinations. At the end of the term, the pair would meet to conduct a full-scale review of the course. The reviewee will then write a summary of the process, what plans will be made to incorporate learning into the next offering of the course, and critique the peer review experience. We plan to discuss this proposal at the May School Faculty Meeting with possible implementation in the Fall, 1996.

Dental School
a. Mentoring of junior faculty in the Dental School is primarily the responsibility of the Department Chairs. Each year they are expected to review the Goals of every faculty member to assure that Departmental and individual faculty are such that the tenure and promotion requirements are met. These Goals are also reviewed with the Dean and Chairman to insure compliance. In addition all new faculty members are given copies of the University Rank and Tenure guidelines when they begin employment. Copies of Rank and Tenure guidelines are distributed to all departments as they are published. Nontenured faculty are also given a report from the Dean's Office to inform them of their time table for tenure consideration. Faculty who are not progressing in a reasonable manner for promotion or tenure are informed of their responsibilities. Failure to make satisfactory progress may result in dismissal before the sixth year. Every faculty member completes an annual report which includes activities during the previous year and Goals for the upcoming year.

Medical School
a. Each new junior faculty member is assigned to a faculty mentor. This has been implemented in varying degrees throughout the school. In the Department of Biomedical Sciences this is a very formal program focusing mostly on developing the new faculty member's research career. In other departments it is less formal and in some, the mentor is the chair.

The school also has several meetings for new faculty. One discusses the promotion and tenure system and how to develop a promotion portfolio. Each chair is expected to have formal faculty development conferences with faculty at least annually.

b. A much more formal faculty development program is needed in the School of Medicine of which a mentoring program would be key component: 1. Require a formal program in all academic units. 2. Mentoring should be tailored to the individual faculty member's position description and at the minimum should help develop teaching skills (would include fon-nal training in large groups and small groups, presentation skills, and student evaluation skills), scholarship development (formal grant writing skills workshops, developing research skills
such as statistical analysis, computer applications etc.) and continuing clinical expertise development. The effectiveness of this program should be formally assessed at the faculty's evaluation process during the five year probationary period.

1.5 Ideas and structures must be implemented to help faculty improve their teaching. (On-going)

Academic Affairs
a. Creighton University secures its reputation for outstanding teaching by careful attention to teaching ability in the hiring process and by the value attached to it in the University's various rewards systems. Course evaluations are widely used. There are multiple awards and recognitions for superior teaching. The US WEST Academic Development and Technology program is an example of an innovative approach to teaching teachers to use technology. Several schools and colleges also have summer support for the development of new courses and for improving teaching techniques.

b. Steps Creighton ought to take to continue to develop its emphasis on teaching:
   1. There should be a university-wide service developed and promoted that would video-tape faculty members' teaching on request and make the tape available to him or her for study. This same service might also offer independent critiques of the video-taped teaching at the faculty member's request.
   2. A US WEST-type program should be developed to give faculty members the opportunity during summers to work on non-technical dimensions of their teaching.
   3. The University should consider a program through which faculty member is designated a Master Teacher for a semester, during which time he or she receives released time in order to offer a short course of lectures on topics of general interest open only to faculty members. The lectures would not be about teaching, but would display various aspect of superior teaching.

College of Arts and Sciences
a. New faculty participate in the mentoring program outlined in the College's Faculty Development Handbook for a minimum of two years, during which time they receive firsthand information, counseling, and guidance from a senior faculty member who is quite expert at teaching. During the year Faculty Development Travel Grants are available for both research and teaching projects, with emphasis on development as a professional faculty member. The College annually offers a minimum of six competitive Summer Teaching Awards. The Annual Review Form, used by supervisors (departmental chairs and the dean) for the required annual performance review, gives faculty the opportunity to relate, discuss, and think about improvement in their teaching. In this process, special attention is given to pre-tenure faculty and to those associate professors who are experiencing difficulties with teaching. The College offers workshops on various aspects of teaching during each of the academic terms. The workshops have concentrated on helping faculty to provide courses that are writing-intensive and those that include elements of diversity. In addition, the director of our Diversity Project has scheduled two reading groups to help faculty to include diversity
issues and topics in the courses that they teach. Finally, the US WEST Program provides an opportunity for select faculty to become expert on computer technology that can then be used in the classroom. The "graduate" fellow then serves as a "master" who can help others in his or her department or in the College.

b. Three more reading groups on diversity issues and topics are scheduled for faculty during the new academic year, and the Diversity Project will be enhanced by the addition of a university-wide lecture sometime in the fall on some aspect of teaching. The associate dean will continue to offer workshops on various aspects of teaching. The mentoring program for new faculty, Faculty Development Travel Grants, Summer Teaching Awards, the US WEST program, and the annual performance review will also continue.

c. The College is seeking funds to support a Center for Teaching and Learning. Contact has been made with a number of foundations and individuals who have expressed interest. If total support is not forthcoming, the College will consider beginning such a center in a limited way. The project is meant to help support outstanding teachers, encourage struggling teachers, and offer them the expertise needed to introduce new technologies into the classroom setting.

College of Business Administration

a. In keeping with the revised mission statement and vision adopted by the faculty and staff of the College, their practice and continuing intent is to "engage a faculty ... committed to excellence in teaching and scholarship and who work to improve their own knowledge of and involvement in their disciplines, business and society." The College has begun to implement Strategic Initiative # 4: Establish a formal plan for faculty and staff development, with appropriate incentives and methods for achieving organizational Goals (see below). Compensation and merit increases for the 1996-97 academic year were tied to faculty performance and student evaluations. In addition, Dr. Tom Shimerda, Chair of the Department of Accounting, and a committee are in the process of writing faculty standards. Recommendations will go before the entire faculty in the fall of 1996.

b. In order to continue the process of faculty development, the College will pursue the following objectives:

1. Integrate fellowship programs, such as the US WEST program, to provide training, support, and rewards to faculty in return for educational programming, shared learning, and scholarships for the College.

2. Explore the idea of specialty tracks for faculty members, so faculty could concentrate on teaching, research, or service depending on their strengths.

3. Develop and implement clear, attainable performance and evaluation standards for faculty and staff, such as mechanisms to ensure effective teaching for both undergraduate and graduate courses; a comprehensive incentive-based evaluation system; incentives to encourage community service; instruction on computer technology; and preparation of faculty to incorporate globalization into their teaching.
c. Performance standards that include demonstrated scholarship and teaching ability need to be enforced. Early retirement packages should be considered for tenured, low performing faculty members. More graduate assistants are needed for research. A system of rotating sabbaticals is needed.

d. It is the intention of the College to seek, develop, and allocate resources based on mission, value, and performance, and to seek funding from all available sources to enable the College to become an acknowledged leader in the provision of state-of-the-art support for research, teaching, and service initiatives such as underwritten sabbaticals, seminars, professional memberships, etc.

School of Dentistry
a. Mentoring of faculty is primarily the responsibility of the department chairs. Goals for teaching, research, and service are established annually for each faculty member and reviewed with the dean. Each year a faculty annual report is prepared to assess progress toward individual faculty goals. The Associate Dean for Academic Affairs also is actively involved in faculty development at the School. Each month a Faculty In-Service Meeting is conducted to foster faculty growth.

Graduate School
a. Present status: additional multimedia carts are available for classroom use; the US WEST program provides faculty with new teaching tools and skills; a workshop on teaching critical thinking was offered; Dr. Reloy Garcia offered a seminar for the Department of English faculty on teaching techniques that actively involve students in the process.

b. A workshop for faculty on alternative strategies for distance learning is to be offered.

c. There is a need for top-level support for the innovative delivery of courses.

Information Systems
a. The US WEST program for academic development is a powerful tool for "instructional improvement," and, while individual schools and colleges of the University have seminars for their faculty, the US WEST program, unlike the individual seminars, has measurable outcomes. The Instructional Computing Committee (ICC) of the University has, for the past several years, published guidelines for the purchase of faculty desktop systems, faculty portable systems, student computers, file servers, and network operating systems. These guidelines have been important to faculty members and administrators in the purchasing of computers for teaching and research.

b. The USWEST program has two years planned in addition to the year just completed. The ICC carefully reviews its guidelines twice each year to ensure that the information is accurate and in accord with the economic forces shaping the technology market place. The guidelines are also a consensus statement by the academic community concerning state-of-the-art technology for teaching and scholarship at Creighton. Individual schools,
departments, and faculty members rely on this consensus to formulate future plans for student lab expansions and renovations, new faculty workstations, and replacement units for older faculty computers.

c. Plans should be made for continued funding for the US WEST program or others like it when year three of the program ends and the US WEST money is not sufficient to support the program. The ICC should continue its function as a policy recommending committee in the area of the provision of the latest scientific and technological equipment.

School of Law
a. We have mentoring committees in place to assist junior faculty, and as part of that structure, we hope to help them improve their teaching. While we do not have structures in place to help senior faculty improve their teaching, they may volunteer to attend teaching sessions at the annual law faculty meeting (AALS) or a special summer forum on law teaching.

b. We would like to have more faculty attend AALS or Teaching Improvement sessions and bring back ideas for all the faculty. We also would like faculty to participate in the US WEST program; to date, no law faculty have participated.

c. Our classrooms should be modernized in order to make possible the better utilization of new technologies to improve teaching. We intend to videotape more lectures by faculty to allow them to review their performances. These changes are contingent on our finishing the drive to fund the renovation of classrooms.

School of Nursing
a. The following efforts are being made to help faculty improve their teaching:
   1. The University is improving its technological capability for faculty.
   2. A two-day workshop on Critical Thinking in January was well attended by nursing faculty.
   3. The US WEST program partially supports faculty efforts to utilize technology in teaching and communicating.
   4. Faculty who already use the technology mentor other faculty or serve as consultants/teachers.
   5. More CAIs are being developed for student use.
   6. Entire courses are put on Internet for easier access by students.
   7. Distance learning is becoming more common.

School of Pharmacy and Allied Health Professions
a. The School's Faculty Development Committee has established approximately one program per month with the purpose of assisting faculty to improve their teaching and/or scholarship. When difficulties arise with respect to quality of teaching by a particular faculty member, the Assistant Dean for Academic Affairs and the chair of the department in which the faculty member is located meet with him or her to discuss mechanisms for addressing the problems that may be present. This meeting is held in a very positive vein to assist him or her in developing a plan to correct problems. This procedure has been quite successful in eliminating and/or remediating problems that have occurred. Finally, each faculty member within the School undergoes an
annual faculty evaluation with respect to teaching as well as to scholarship and service. The department chairs are responsible for conducting these evaluations, normally held in March. Faculty are required to develop long-range and shortrange Goals concerning their teaching and teaching improvement. The chairs meet informally with each faculty member in August or September to assess the progress made in meeting these Goals and to provide assistance as necessary.

b. For the fall of 1996, the School is implementing a voluntary informal peer review process whereby we will have one faculty member serve as a peer reviewer for the teaching of a second faculty member. The programs established by the Faculty Development Committee will be ongoing, with topics such as exam writing, the use of a case-oriented approach to teaching, and organization. In addition, the other strategies noted above are ongoing.

c. Few resources are required to accomplish the tasks outlined above. Small honoraria may be required for some outside speakers.

d. The task at hand does not lend itself to new efficiencies or cost reductions.

University College and Summer Sessions

a. Faculty from the Creighton College of Arts and Sciences and the College of Business Administration are appointed to teach the evening classes offered by University College, but their compensation remains the responsibility of their respective colleges. Summer Sessions faculty receive summer contracts from and are compensated by Summer Sessions, but they, too, remain under the umbrella of their "parent" college. Therefore, faculty development strategies are also the responsibility of those colleges.

1.6 Standards for teaching, scholarship, service and contribution to mission should be created in all schools and colleges for faculty evaluation purposes. (June, 1996)

a. As reported by Academic Vice President and deans of Creighton College of Arts & Sciences, College of Business Administration, Graduate School, Law School, Medical School, Dental School, and Pharmacy School:
1. Clear standards exist for teaching, scholarship and service in all units with faculty;
2. Clear standards regarding contribution to mission do not generally exist;
3. The University Rank and Tenure process mirrors the academic areas in that clear standards exist for teaching, scholarship and service, but there are no standards measuring contribution to Mission.

b. Every school and college incorporates contribution to Mission as a subset of service; if the Steering Committee believes this fourth area to be important enough to stand alone, then two steps are required in the future:
1. A change in the University Rank and Tenure requirements to reflect University commitment, and
2. Inform colleges and schools that this new fourth set of standards are to be developed.
c. There are probably no budget implications nor cost-savings in this area.

1.7 Colleges and schools must increase the ethnic and gender diversity of the faculty. (On-going)

a. Creighton University Faculty Hiring Procedures are designed to document a good faith effort to increase the gender and ethnic diversity of the faculty. This includes special efforts to advertise in female and minority oriented publications and sending faculty vacancy announcements directly to promising minority and female candidates listed in national directories which specialize in collecting such data. Faculty search committee chairs are expected to complete an Affirmative Action Faculty Recruitment Plan prior to beginning the search. Once the search is completed, Form C of the Faculty Recruitment Plan requires the review and signature of the Department Chair, the Affirmative Action Director and the Dean of the School or College, before the contract is finalized, to signify that the search was conducted in compliance with the University's Affirmative Action Policy. Search committee chairs are encouraged to have a female and a minority among their pool of finalists.

Female Faculty
There has been a noticeable trend upward for female representation among the faculty. There has been a net increase of 30 female faculty employed at the University since 1991 increasing from 149 in 1991 to 179 in 1995. In 1995, the College of Arts and Sciences was particularly successful in the recruitment and hiring of female faculty, 12 of 17, 70.6% of the new faculty hired were females. Females were 48.2% (27 of 56) of all new faculty hired at the University in 1995.

Minority Faculty
Although not as impressive, there also has been an increase in the number of minority faculty employed at the University since 1991. There has been a net increase of 8 minority faculty employed University wide since 1991. Despite the departure of several minority faculty, minority faculty increased from 67, (11.4%) in 1991 to 75 (12.2%) in 1995. Minorities constituted 10.7%, (6 of 56) of the new faculty hired at the University in 1995.

Creighton College of Arts & Sciences faculty census for 1995

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b. The hiring guidelines of the Creighton College of Arts and Sciences is very clear; the hiring process must include a serious attempt to diversify the faculty in terms of gender and ethnic minorities.
When advertisements for faculty positions are drafted, the Dean of the College of Arts and Sciences reviews them prior to circulation/publication to assure appropriateness regarding diversity.

The College utilizes a formal written review that addresses the question as to how applicants have been sought out. The Dean assures that the items are checked that deal with special networks that allow improved access to a diverse applicant pool. In addition, the Dean reminds chairs of departments and search committees of the need to achieve ethnic and gender diversity of the faculty. In the event that the College has difficulty in acquiring a diverse applicant pool for a faculty position, the Director of Affirmative Action is contacted for assistance. Lastly, the Dean will typically insist that there is a woman and minority candidate for faculty positions. The College of Arts and Sciences has also instituted a cultural diversity project. One program from this project consists of three reading groups of eight to ten faculty in each group. The faculty read and discuss books that deal with diversity in an effort understand other cultures and subsequently discuss the impact and challenges of diversity in the classroom. The Dean funds this project within budget limitations, and the College is currently seeking external funding.

c. If the university has greater expectations in terms of acquiring a diverse faculty than what is current, it could be possible that the schools would require some financial assistance in achieving the Goal. Because the university encourages greater diversification of its faculty, and, at times, encounters difficulties in doing so, it is suggested that a university-wide study and/or workshop be implemented regarding acquisition and retention of an ethnic and gender diverse faculty.

a. College of Business Administration faculty census for 1995

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b. The October 1995 Strategic Plan for the College of Business outlined a strong commitment to recruiting a faculty with ethnic and gender diversity. The College of Business recruits internationally for qualified faculty and tries to achieve ethnic and gender diversity. Some areas of expertise in the field of business have relatively few minorities. The College of Business attempts to broaden the educational experiences of minority students in the interests of potentially attracting more minority faculty in the future.

University College
a. Faculty in University College are hired by other colleges/schools.
School of Dentistry

a. School of Dentistry faculty census for 1995

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<td>%</td>
<td>20.4</td>
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<td>6.1</td>
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</table>

b. The School has a policy of preferential consideration of qualified minority faculty. The School actively recruits minority faculty through international advertisements in journals and by personal communication with administrators in minority oriented universities.

c. University funding for recruitment and training of additional new faculty positions would be beneficial.

Graduate School

a. Faculty in the Graduate School are hired by other colleges/schools.

School of Law

1995 Faculty census listed below.

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School of Medicine

1995 Faculty census listed below.

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<td>%</td>
<td>18.5</td>
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<td>11.3</td>
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b. The University's and School of Medicine's hiring policies encourage ethnic and gender diversity of the faculty. The School advertises on an international scale in an effort to attract a diverse faculty. In addition, personal communications at professional conferences and meetings with administrators and faculty at other medical schools is beneficial in achieving ethnic and gender diversity of the faculty. The School of Medicine is aware of Goal of increasing the ethnic and gender diversity of the faculty and is trying to achieve that diversity.
School of Nursing

a. 1995 Faculty census listed below.

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<td>100</td>
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</table>

b. The School of Nursing advertises available faculty positions in minority oriented universities. In addition, recruitment of minority faculty is attempted by direct contact of deans of minority oriented schools. The School of Nursing is concerned that their success rate has not been good in attaining ethnic and gender diversity of its faculty. However, they are not certain that a change in policy would aid this situation. The School successfully recruited four males within the past several years, but these faculty continued their education and eventually left the School. In discussions with administrators of minority oriented schools, the School learned that some minority faculty may feel isolated if they left their environment; and that this would be a difficult problem to overcome.

1995 Pharmacy Faculty census listed below

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<td>#</td>
<td>39</td>
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<td>2</td>
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<tr>
<td>%</td>
<td>41.0</td>
<td>25.6</td>
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1995 Allied Health Professions Faculty census listed below.

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<tr>
<td>%</td>
<td>66.7</td>
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b. The School has an active program of recruiting faculty members with diverse cultural and ethnic backgrounds. This has been accomplished by an active program of recruitment in diverse journals and publications, personal contacts, and word of mouth.

1.8 Efforts must be increased for interdisciplinary teaching and scholarship. (On-going)

a. Almost all schools within the University have the opportunity to experience interdisciplinary teaching and scholarship at a moderate level. The Health Science Schools, as you might expect, are involved in interdisciplinary teaching and scholarship to a greater degree.
Nursing
Interdisciplinary teaching lectures and some clinical preceptoring of nurse practitioners students by M.D.s; co-teaching of Pharmacy course for nurse practitioners by Pharmacology and Nursing; occasional guest lectures by other disciplines.

Interdisciplinary scholarship includes collaboration with Psychology and Law on Center for Children. Nurses involved in Center for Osteoporosis Research, Center for Health Policy and Ethics and Health Sciences Research and Human Subjects Committees.

Dentistry
Teaching - Six courses within the Dental School are taught by medical school faculty.
Scholarship - Six members of the Dental School faculty are involved in interdisciplinary scholarship with members of the medical school faculty and physics department faculty.

Pharmacy
Teaching - The School of Pharmacy and Allied Health believes that educating future health care providers for contemporary practice demands a commitment to interdisciplinary academic endeavors and activities. Faculty from the disciplines within this school teach various courses. Faculty from various University departments, as well as from outside the University present seminars to physical therapy and pharmacy students.

Scholarship - Faculty from the various disciplines within the School of Pharmacy and Allied Health are encouraged to work on the development of research proposals and referred publications in order to draw the breadth of experience within the school. Junior faculty members are encouraged to interact with senior faculty members across the University in order to develop scholarly programs. The School has a history of scholarly interactions with both the basic science and clinical departments within the School of Medicine.

Graduate School
Teaching - There are currently three graduate programs which are interdisciplinary in nature; International Relations, Biomedical Sciences and a Liberal Studies program which will begin January 1997.

Scholarship - Opportunities for interdisciplinary scholarship among the graduate programs exist with Biomedical Sciences and various clinical departments within the School of Medicine.

Arts and Sciences
Teaching - Only one course within the College of Arts and Sciences is taught from an interdisciplinary perspective. Numerous courses combine two or more disciplinary perspectives, however, very few are actually team taught with faculty from different departments.
Scholarship- Much of the interdisciplinary scholarship/research takes place under the auspices of various Centers of Excellence such as the Center for the Study of Religion and Society, Center for the Study of Ethics and the Center for the Study of Children's Issues.

Law School
Teaching and Scholarship - The Law School does not participate to a great extent with others across the university in interdisciplinary teaching and scholarship. Two members of the Law School faculty write with other faculty at Creighton and two faculty members invite others to guest lecture in their classes. Law School faculty have also guest lectured in classes in other departments.

College of Business Administration
Teaching and Scholarship- Several members of the faculty have co-authored publications with people from other disciplines. At this point, there is not a great deal of interdisciplinary teaching efforts.

School of Medicine
The School of Medicine has wide interaction with other health science schools, providing a significant portion of basic science courses to the schools. The school also has extensive research collaborations with faculty of other schools. The new curriculum is built on interdisciplinary education within the field of medicine.

b. All schools agreed that it is feasible to increase interdisciplinary teaching and scholarship. Faculty must feel more comfortable with their own areas of expertise and appreciate how they complement the expertise of others. The graduate school is currently putting together proposals for interdisciplinary graduate programs. It was also felt that faculty members must become more aware of the work and interest of others in the University so that interdisciplinary scholarship can expand within the University. The Centers of Excellence seem to be the point where interdisciplinary teaching and scholarship will flow. Some believe interdisciplinary teaching and scholarship will be feasible with the implementation of outcomes assessment.

c. There are many factors to be considered in increasing interdisciplinary activities. Among these factors are faculty accountability, input on raises, rank and tenure recommendations, and grant overheads. A thorough review of requirements and resources within the various schools will be required. A reexamination of issues and mechanisms for sharing tuition income may need to be undertaken. In some cases governance becomes an issue. Departmental boundaries remain a significant obstacle to enhanced interdisciplinary teaching and research. The varying nature of professional competencies and academic objectives is perhaps the biggest obstacle to high quality interdisciplinary education we face.

d. The development of new, innovative, interdisciplinary programs should be explored. Initially these programs likely will take significant resources to develop, but once established would likely strengthen the university, perhaps increase student enrollment but most
important, make our graduates desirable. Few would probably question that such efforts would increase the quality of education and research at Creighton. We must, however, be careful not to degrade the traditional close faculty-student relationship at Creighton. To some the goal of interdisciplinary teaching is economy of scale, bringing students from several disciplines together for a core course. After a point the number in a sea of seats. This will be counter productive.

The synergy created by interdisciplinary teaching and research can be very dynamic and interesting to students and faculty alike. More recognition and resources would help to break down traditional disciplinary obstacles.

1.9 Assessment of the outcomes of our academic programs must be integrated into these programs and used regularly to strengthen them. (On-going)

a. Outcome assessment of academic programs is receiving a high priority from the University and the nine colleges and schools. The University Assessment Plan is comprehensive. Each college and school is responsible for having its own assessment plan. Each college and school has done that, and the plans are at varying stages of completion. A great variety of specific objectives and measurements have been identified, along with various time frames. Each assessment is to be directly linked to appropriate program objectives, to the individual college and school mission statements, and to the University missions. Academic program review is conducted within each college and school. Assessment of student academic achievement is the major element of the review.

Dr. William Cunningham, through his efforts on the NCA Self-Study, has completed and documented the academic program assessment progress for each of the nine colleges and schools. Of significant note, the Schools of Medicine and Nursing have recently revised their curricula; the College of Arts and Sciences has initiated a very comprehensive assessment plan. The College of Business Administration and the Dental School lag behind the other colleges/schools in their implementation of a formal process to assess academic programs.

The NCA Self-Study can be referenced for more complete data on each college and school. Copies are available in the Reinert/Alumni Library.

b. Each individual college and school has an academic assessment plan in place, however, their plans are at varying stages, fonnats and time frames. The College of Arts and Sciences has the most comprehensive model in place, and it is being monitored with great interest. The most important advancement is the realization that assessment of academic program is critical to the long term success of the University and should be viewed as a priority. Deans and administrators have made a conscious effort to understand the assessment process and how it relates to the overall Goals of their colleges/schools and to the University. Creighton 2000 has heightened the awareness that assessment models are interdisciplinary and achieved most successfully when collaboration is sought.
1.10 Faculty shall be hired who can be excellent teachers and scholars and who support the mission. (On-going)

a. When a faculty vacancy occurs, schools, colleges or departments recruit through professional organizations, professional schools and print media. Most schools report including a Jesuit Catholic identity in the advertisements. Qualifications include appropriate academic credentials (doctorate or the highest professional degree in his/her field). Exceptions may be made providing they are in compliance with accrediting criteria. Successful teaching experience and scholarly productivity is reviewed critically. If there is no evidence of these experiences, the individual's potential in both areas is evaluated. Some schools or departments require a scholarly presentation or demonstration of teaching during the interview process. Each academic area presents the candidates with the mission statement and other university documents which clearly articulates the essence of the mission statement. Support of the mission statement is reviewed by the individual's written essay or written philosophy and is discussed during the interview.

GOAL 2

Creighton Students will have an outstanding experience while at the University and graduate with competence in their fields of learning, a liberal education and a commitment to values and service to others.

a. Overall, it appears that the University is doing well with regard to Goal 2:
   - financial aid has been increased each year with several new endowed scholarship available for the 1996-97 academic year;
   - minority enrollment has increased from 9% in 1986 to 13.3% in 1995;
   - the academic quality of the incoming freshman class increases each year;
   - faculty, alumni and parents are involved in the recruitment process;
   - international students comprise approximately 3.5% of the total student body;
   - numerous programs have been developed to incorporate multi-cultural diversity into the campus;
   - intercollegiate athletic programs are an integral part of the educational enterprise;
   - steps have been taken to improve undergraduate student retention;
   - more faculty have become involved in university Ministry and Student Services programs;
   - alumni are provided with opportunities for spiritual and moral growth; and
   - many continuing education opportunities are offered in the professional schools.

b. However, as with any attempt to increase "excellence", there are concerns that need to be addressed:
   - The University needs to decide what constitutes "adequate" financial aid.
   - The University will not achieve its Goal of 20% minority enrollment by the year 2000 unless something is done to accelerate the present rate of increase. Enrollment of Black, non-Hispanic students has decreased from 1992-1995. Financial aid is a huge factor.
While overall University enrollment has increased in recent years, undergraduate enrollment in the College of Business has decreased. Likewise, the percentage of male undergraduates has decreased to approximately 40%.

- The alumni referral program from undergraduate admissions should include all alumni.
- While the establishment of additional links with international universities for undergraduate student and faculty exchanges are important in order to offer a wealth of variety to those students/faculty wishing to take advantage of the opportunity, we must insure that our curriculum and special admissions programs do not mitigate that opportunity.
- The area of Multi-cultural Affairs presents two challenges: 1) currently, the two people in this office are physically divided from one another. They need to be consolidated into one office area preferably in the Student Center; 2) the shift in the American attitude from “assimilation of ethnic differences” to “celebrating diversity” appears to be affecting undergraduate attitudes toward the importance of promoting racial understanding.
- The retention effort must be continued especially in light of the new guaranteed admissions program to some of the professional schools.
- The idea of “Breakfasts with Faculty” sponsored by Student Services is an excellent way to involve faculty in campus life and should be started in the Fall.
- There is no coordinated, University-wide effort to respond to the growing market for distance learning opportunities. The University needs to immediately create a task force to develop a strategic plan for implementing the appropriate use of distance learning at Creighton.
- The University needs to decide what further steps should be taken to provide alumni with opportunities for spiritual and social growth.
- Increased efforts need to be undertaken to effectively involve students in determining the definition of an “outstanding experience”.

2.1 We must provide adequate scholarships and financial aid. (On-going)

a. In the last two years 34 new endowed scholarships are now available to students enrolled in several undergraduate and professional schools. For the 1996-97 academic year, these new scholarships will provide up to $334,750 in assistance for qualified students. As well, new additions to existing scholarship accounts will enhance the total amount available to Creighton students.

For 1996-97 a new General Current Fund (GCF) scholarship was created. This fills a gap created when the Reinert Scholarship criteria reverted to its original qualifications. Students eligible for this award are of high academic quality and coveted by higher educational institutions. This GCF line has an initial budget of $100,000.

For 1996-97, Linn Scholarship eligibility was changed from only a high school GPA/Class Rank and ACT score to a point system whereby other characteristics (i.e., leadership) are factored in along with academic credentials.
Creighton's major need based grant was increased by $100 (maximum $2,900) for the 1996-97 year from the 1995-96 level. This increase is in line with the raise in tuition.

The University must further define "adequate" in terms of external pressures from other higher education institutions, student/parent expectations and Creighton's own funding limitations.

b. A gathering of the undergraduate deans to reach consensus on what "adequate scholarships and financial aid" means in terms of enrollment and retention Goals/needs.

Determine if current GCF accounts are meeting stated Goals and if currently budgeted funds could be used in a more effective manner to address today's financing pressures.

c. Institutionally agreed upon definition of what adequate means in today's competitive environment for quality students.

Institutionally agreed upon definition for a discount model regarding scholarships and financial aid.

An annual GCF scholarship/remission budget request process which addresses institutionally agreed upon short and long term Goals.

Index renewable GCF scholarships to tuition increases.

d. Maximize on-campus mail service to reduce postage costs in the Financial Aid Office.

Solicit advertising for Financial Aid external publications.

Prepare for a new technology wave regarding communication modes with aid applicants. This primarily means upgraded computer hardware and software to improve the delivery of service to current and prospective students and families.

2.1.1 The financial aid package offered to students should be examined to see it meets the mission and Goals of the University. (June, 1996)

a. The Financial Aid Sub-Committee of the Enrollment Task Force is looking at several models for awarding financial aid and hopes to offer a suggested course of action later this summer or early fall.

b. To insure compatibility with University Goals, a joint meeting to discuss the results of Goals 2.2 and 10.4 is necessary. It is impossible to achieve Goal 2.1.1 without unanimity in the enrollment Goals and financial limitations facing the University.
c. More immediate feedback on annual budget requests during the formulation of the next year's University budget.

Twice annual meetings with the academic deans, the Academic Vice President, the Vice President for Student Services, and the directors of Admission and Financial Aid to evaluate current enrollment Goals and use of funds and to plan for the next year.

2.2 We should determine better the profile of students we want in regard to quality, quantity, scores, leadership, children of alumni and other factors. (June, 1996)

The profile of students desired at Creighton should be analyzed in light of ten qualities or characteristics. The quantity of new students enrolled each year is important to the financial security of this institution. Equally important is that the profile of the new enrolled students supports the mission of Creighton University.

Listed below in a table are these ten characteristics and the current status with respect to this variable (part a) and what is being planned or should be planned to achieve it (part b).

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>a. Current Status</th>
<th>b. Should be Planned</th>
</tr>
</thead>
</table>
| I. **Quality** - In a five year average of enrolled freshman, 30% ranked in the top 10% of their high school class and 67% ranked in the top 30% of their class. The average ACT (Based on the higher of ACT/SAT or SAT converted to ACT if only SAT available) in this five year period is 24.6. In the 1995-96 year 34.2% of the freshman class ranked in the top 10% of their class. It would be appropriate to maintain this quality in future classes. | - Direct Mail efforts identify academic level.  
- Communications emphasize quality.  
- Admissions committee aims to make appropriate admissions decisions.  
- Scholarship Recognition Dinner initiated in April of 1995 in an effort to increase yield in top tier scholarship applicant pool. | - Enhance/expand Honors Program and Promote in publications.  
- Continue to evaluate selectivity in admissions review.  
- Increase scholarship amounts in top tier to be competitive with other private schools.  
- Expand and more effectively coordinate internship opportunities. |
II. **Ethnic Diversity** - Currently our overall percentage of Multi-cultural students is 13.3% and the percentage of Freshman Multi-cultural students is 16.3%. The Goal set by the University is 20% Multi-cultural student body by the year 2000. It is also important that we continue to internationalize.

- Shadow visitation program offered for Multi-cultural students.
- Campus Day programs offered for Multi-cultural students.
- NSFNS College fairs attended.
- Eight full tuition Diversity Scholarships offered to local students.
- Linn Award point system initiated which includes point preference for under-represented Multi-cultural students. Dean’s money targeted in preferential manner to Multi-cultural students.
- California-based assistant director added.
- Multi-cultural students targeted in direct mail efforts.
- Make efforts to meet greater need of Multi-cultural students so Creighton is affordable option.
- Involve current Creighton Multi-cultural students in recruitment strategies, to a greater extent.
- Involve Multi-cultural alumni in Admissions efforts, to a greater extent.

III. **Geographic Diversity** - In the five year enrolled freshman average, 38% of the students hail from Nebraska and 21% of those are from Omaha. Although Creighton traditionally draws students from every state and over 50 foreign countries, our own backyard must be also concentrated on. The closer an applicant is to home, the greater the yield.

- Admissions initiatives involve nationwide search and recruitment efforts.
- C-D Rom presentation through College View reaches students nationwide and internationally.
- Home Page information on WWW increases National/ international exposure.
- California based representative in place for 96-97 recruiting year.
- Will participate in College Board Enrollment planning Service.
- Omaha area students will be offered the opportunity to take Creighton courses while in high school at greatly reduced rates.
- Omaha area students will be offered the opportunity to work for Environmental Services to earn tuition discount.
IV. **Programmatic Diversity** - We have continually touted Creighton as one of the most diverse institutions of our size. It is important that efforts are made to maintain or increase numbers of students in majors of declining interest.

- Linn Award point system initiated this year includes point preferences for non-health science students to maximize yield for these students.
- Specific initiatives were researched and implemented for increasing enrollment in the College of Business Administration.
- Fine Arts building was highlighted to area guidance counselors and Jesuit high school guidance counselors.
- Direct mail efforts aimed toward specific programs.
- Scott Scholarship (full tuition) aimed specifically at applicants to the College of Business Administration.

| V. **Religion** - The percentage of freshman not reporting religious preference is increasing so exact percentages in this area are difficult to determine. Of those freshman who reported religion in the last five years, 78.6% indicated they were Catholic. | • Direct mail efforts to Catholic students.  
• Recruitment efforts in general target Catholic schools.  
• Mailing sent to area youth ministries enlisting their recruitment efforts. | • Continue to analyze specific recruitment activities for COBA and Nursing.  
• Could initiate major or program specific scholarships.  
• Will be present at Youth Leader Conference on Creighton's campus involving youth in church leadership positions. |
### VI. Jesuit High School Enrollment
- The enrollment of Jesuit high school students to Creighton has been declining. It is important that this trend be reversed.
- Increased our participation in joint Jesuit recruitment programs.
- Linn awarding point system included point preference for Jesuit high school alums.
- Preference to visiting Jesuit high schools this year.
- Phone called all Jesuit high school counselors not visited to familiarize them with Creighton and encourage promotion to their students.
- Held April visitation program for 35 Jesuit high school guidance counselors on Creighton campus.
- Established a Jesuit chaplain as liaison for Admissions Office with regard to Jesuit high school recruitment efforts.
- Ask Jesuit priests to contact interest/accepted students from Jesuit high schools.
- Initiate greater involvement of our Jesuits in recruitment programs.
- Continue interaction with our Jesuit chaplain to analyze ways to increase Jesuit high school enrollment.

### VII. Gender
- For the last five years, the freshman class has been comprised of approximately 40% men and 60% women. It is important to the social life of our students that this spread is definitely not more than 10%. It would be desirable to have an even smaller gap.
- Our emphasized Jesuit high school recruitment activities can potentially help rectify the gender imbalance, since many of these high schools are still all-male.
- Continue to insure that communication materials are not gender biased.

### VIII. Financial Need
- It is important to the financial security of the institutional that a certain percentage of the student body is full pay, so that financial aid can be distributed to the needy. In the 1995 freshman class, 39% had $10,000 plus need an 44% had no need. Admissions decisions must continue to be blind to need, but recruitment efforts can be targeted toward some affluent areas.
- Creighton tends to be viewed as a good buy to California residents because of cost of comparable institutions, therefore enhanced initiatives in that area may increase full pay students.
- High schools currently visited in some affluent areas.
- Will be purchasing College Board Enrollment planning Service.
- Direct mail efforts can target certain income levels.
<table>
<thead>
<tr>
<th>IX. Leadership</th>
<th>X. Children of Alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Linn point structure includes point preference for students in a student government elected position.</td>
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<tr>
<td>- Presidential Scholarship awarding process includes leadership activities as component of selection.</td>
<td></td>
</tr>
<tr>
<td>- Initiate true leadership scholarship.</td>
<td></td>
</tr>
<tr>
<td>- Target communication to a greater extent, to leadership qualities demonstrated in high school.</td>
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</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Linn Award point system included point preference to children of alumni.</td>
<td></td>
</tr>
<tr>
<td>- Sent mailing this year to secondary education teachers who are Creighton alum.</td>
<td></td>
</tr>
<tr>
<td>- Will initiate alumni referral program (including waiver of application fee). Some alums will refer their own children.</td>
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</tr>
<tr>
<td>- Initiate special recruitment program for children of alumni in conjunction with Alumni Picnic.</td>
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</tr>
<tr>
<td>- Continue to work with Alumni Office in effort to create system which identifies alums who children are in high school to send communication to these students.</td>
<td></td>
</tr>
<tr>
<td>- Place article in Alum News describing our interest in children of alums.</td>
<td></td>
</tr>
<tr>
<td>- Send targeted mailing to high school age children of alums.</td>
<td></td>
</tr>
</tbody>
</table>

2.3 We must better involve faculty, alumni and parents in our recruitment efforts.  
(June, 1997)

a. Faculty make presentations at Admissions Office sponsored Hotel and Open Houses Programs. Faculty frequently meet with prospective students who are making campus visits. Faculty have participated in phone calling efforts contacting prospective students who are interested in the programs offered within their respective academic fields. Faculty make high school visits to meet with prospective students on a limited basis.

Several alumni clubs sponsor “Summer Send-Off” picnics welcoming incoming freshmen and their parents to the Creighton “family”. Alumni volunteering to participate in the Alumni Admissions Communication Program assist in the recruitment efforts in one or more of the following ways: (a) the high school letter match program, in which a letter is sent out
under the alumnus'/alumna's signature to a prospective student from his/her high school; (b) the alumnus/alumna makes calls to prospective students within his/her alumni club; (c) the alumnus/alumna may attend college day/night programs when an Admissions Office representative is unable to do so; and (d) the alumnus/alumna may be asked to speak at the Hotel Program held within his/her city.

Alumni Club presidents and National Alumni Board members have participated in the Admissions Office phone calling efforts by contacting prospective students otherwise "unmatched" through the Alumni Admissions Communication Program. The Admissions Office sends a viewbook to alumni who are graduates of the professional schools or who are secondary education teachers for placement in their professional offices. In the spring of 1996, the Linn Scholarships were awarded on a "point system" giving additional points to children of alumni.

Members of the Parents Council have made up to 150 telephone calls to parents of prospective students. Parents Council members participate in the Admissions Office Open House and Hotel Programs, as well as in the Department of Student Services Summer Preview Program.

b. Because surveys indicate that faculty involvement in the recruitment process is valuable, faculty need to continue to be involved in such efforts and new means developed to encourage their input on recruitment strategies.

A new handbook should be developed for the Alumni Admissions Communication Program participants. Develop a plan to encourage alumni from multi-cultural backgrounds to become more involved in the recruitment process. A pilot program will be implemented in the fall of 1996 in the Chicago area whereby alumni will participate in a "shadow" program allowing prospective students the opportunity to observe them within their work settings.

In the fall of 1996, a program will be implemented to further encourage alumni to assist in recruitment efforts. Participants in the Alumni Admissions Communication Program, members of the National Alumni Board, alumni members of the Alumni Advisory Boards and the alumni club presidents will each be given one undergraduate admission application to be used to give to one prospective student. Any student applying with this application will have his/her application fee waived.

In an effort to begin recruiting children of alumni, the Alumni Relations Office and the Development Office will be working to identify alumni who have children of high school age. These children will be added to the Admissions Office interest list and will, thus, be included in the Admissions mailings. A cover letter, to be sent with the application, should be developed that recognizes to these prospective students as children of alumni.

In the summer of 1997, on the same day as the President's Annual Picnic, high school seniors who are children of alumni will be invited to spend the day on campus. The Admissions
Office will sponsor a program similar to an Open House format in their honor. Later that day, the students and their parents will be invited to attend the President’s Annual Picnic on campus.

An assessment of scholarship programs available to children of alumni should be completed. If possible, an increase in the scholarship funding for children of alumni should be made.

2.4 We have a Goal of 20% American minority enrollment by the year 2000. (On-going)

a. Slow but steady progress has been made in reaching the University Goal of 20% American minority enrollment by the year 2000. Since 1986 minority enrollment has increased from 9.0% to 13.3%. However at the present average annual rate of increase the objective does not appear to be attainable by the year 2000. The following divisions with the highest percentage of minority enrollment are as follows:

- School of Dentistry................................. 12.7%
- College of Arts and Sciences ................... 16.8%
- School of Medicine .................................. 16.9%
- School of Pharmacy and Allied Health Professions...... 17.9%
  - (Pharmacy........................................... 27.8%)
  - (Allied Health Professions..................... 6.0%)

Those divisions which lag behind the others are as follows:

- School of Nursing.................................... 6.3%
- Graduate School.................................... 6.4%
- School of Law ........................................ 6.5%
- College of Business Administration............... 9.6%
- University College.................................. 9.9%

Those divisions which have experienced a gain in minority enrollment since 1991 include the following:

College of Arts and Sciences
- University College
- School of Nursing
- School of Pharmacy and Allied Health Professions
- Graduate School

Those divisions which have experienced a decrease in minority enrollment since 1991 include the following:

- College of Business Administration
- School of Medicine
- School of Dentistry
- School of Law

Although the enrollment of minority students as a group has been increasing, not all groups have seen an increase in enrollment. The following enrollment trends can be noted:

The enrollment of Black, non Hispanic students has decreased in recent years from 206 in 1992 and 1993 to 173 in 1995.
The enrollment of American Indian students has increased from 11 in 1991 to 29 in 1995. The enrollment of Asian or Pacific Islander students has increased from 276 in 1991 to 437 in 1995. Asian students now represent the largest minority group. The enrollment of Hispanic students has increased slightly from 164 in 1991 to 190 in 1995.

Retention as shown by graduation rates also show considerable variation by racial background:

Graduation rates for Black, non Hispanic students and American Indian students generally lag behind the rate for the general student body.

Graduation rates for Asian or Pacific Islander students are generally higher than the rate for the general student body.

Graduation rates for Hispanic students are approximately the same as the rate for the general student body.

b. The initiatives for reaching the Goal of 20% minority by the year 2000 generally fall in two categories, recruitment and retention.

Recruitment Initiatives:

Undergraduate Divisions:

Hired a multi-cultural admissions counselor in the winter of 1995 and will continue to have two multi-cultural counselors on staff.

In cooperation with the Director of Educational Opportunities Programs, the Admissions Office awards the President’s Diversity Scholarships for Hispanic and African American metro-Omaha area youth.

Implemented a multi-cultural student recruitment team.

Continued the Shadow Program and developed a brochure for wider distribution promoting the Shadow Program.

Hired a California area representative who will have contact with multi-cultural students, particularly Hispanic Students.

Planned to implement Annual outreach programs for metro-Omaha Hispanic high school youth. This is not a recruitment program for Creighton, but is designed to influence students to attend college in general.

Implemented two outreach programs for African American high school youth.

Established an ongoing relationship with Native American youth at North High School with the intention of expanding the program in 1996-97.

Professional Schools:

Multi-cultural Affairs Office in the Health Sciences makes site visits to undergraduate institutions with large minority enrollments. The office also provides workshops regarding admission of minority students to all health professional schools.

The School of Pharmacy and Allied Health Professions developed a Minority Student Recruitment plan in 1992 and continues to be active.

The School of Medicine developed the AAMC 3,000/2,000 minority student recruitment program in cooperation and coordination with the Omaha Public School System.
The School of Law has attempted to recruit and retain students of color through the Francis Ryan Scholarship Program. The school has also provided support to various initiatives of minority student organizations.

Retention Initiatives: Significant retention initiatives have been added in the past few years including the addition of the positions of Director of Retention and Coordinator of Cultural Activities. These new positions along with the Educational Opportunities Office help to support Creighton’s retention efforts. The Director of Retention has developed a system for early detection of “at risk” students. The Coordinator of Cultural Activities assists to make Creighton a more comfortable place for multi-cultural students through direction and leadership in numerous student organizations as well as educational and entertaining programs. The Educational Opportunities Program staff and students assist with cultural events and presentations on multi-cultural issues.

2.5 We must recruit an ethnically and nationally balanced enrollment of international students. (On-going)

a. The most recent data tells us that 60% of all international students studying in the U.S.A. are from Asia, 14% from Europe, and 10% from Latin America. Consequently, the main focus for student recruitment has been in Asia. However, in order to increase the number of countries represented on campus, and provide a culturally diverse environment, recruitment efforts have encompassed many other regions of the world. Since 1992, we have increased the number of links with overseas educational centers, advising agencies and international schools, and participated in recruitment trips to Asia, Latin America, and Europe. We have yet to visit the Middle East, (except Israel), and Africa. Additional improvements include an increase in advertisement in publications world wide in various languages, and improved relationships with the Cultural Division of Foreign Embassies in Washington, D.C. Visits to embassies have resulted in a number of students enrolling at the university. Presently, there are 265 international students from 51 countries enrolled at Creighton University.

b. We have reached the limit in terms of the number of international students we can provide services for at the university. If the objective is to further increase the number of international students and number of countries represented by the year 2000, then additional resources are needed to meet this objective. Not only are we competing with other U.S. institutions for international students, but also with Canada, Australia, New Zealand, and the United Kingdom. Additional scholarships for freshman and transfer international students would help considerably to recruit students in this extremely competitive market place.

2.5.1 We should explore more international faculty and student exchanges. (On-going)

a. During the past ten years the university has entered into agreements with a number of colleges and universities overseas. These linkage focus mainly on faculty and student exchange programs and, in part, address the need for the university to be truly
internationalize by the year 2000. Some of these linkages are for faculty exchanges, some are for student exchanges, and some include both faculty and students. The institutions are listed below:

- De Montfort University, Leicester, England
- Tokoha Gakuen University, Shizuoka, Japan
- Saitama Women's Junior College, Sayama City, Japan
- Sophia University, Tokyo, Japan
- Northwest University, Xi'an, People's Republic of China
- Sogang University, Seoul, Korea
- Vilnius University, Vilnius, Lithuania
- Indian Institute of Technology, Kharagpur, India
- Pontificia Universidad Javeriana, Bogota, Columbia
- University of Miskolc, Miskolc, Hungary
- Marmara University, Istanbul, Turkey
- Trinity College, Dublin, Ireland
- Ecole Superieure de Commerce, La Rochelle, France
- University of Limerick, Limerick, Ireland

In addition, faculty and/or student exchange programs are presently being discussed with the following institutions:

- Budapest University of Economic Sciences
- Universidad Iberoamericana, Mexico City, Mexico
- Universidad de Belgrano, Buenos Aires, Argentina
- Pontificia Universidad Catolica Madre Y Maestra, Santiago,
  Dominican Republic
- University of Guyana, Georgetown, Guyana
- La Trobe University, Melbourne, Australia
- Hertfordshire University, Hatfield, England
- Siauliai Pedagogical Institute, Siauliai, Lithuania

b. The establishment of faculty and student exchange programs around the world is an on-going process. The next step is to initiate exchanges in parts of the world were we have no current exchanges, for example, Africa and the Middle East. However, in order to increase the number of exchanges, especially for faculty, the university needs to provide financial resources to cover transportation costs, and provide housing for visiting faculty. Additionally, a full-time Director of Study Abroad is essential if the number of student exchange programs is to increase by the year 2000. Presently, we only have a half-time position for Study Abroad.

2.6 We must provide cultural, recreational, social, and spiritual programs and services for the students to promote their total human growth. (On-going)

a. The following programs have been offered by Peer Education, Alcohol Education, Residence Life, Student Activities, Intramurals, and Multicultural Affairs. Please note that Campus
Ministry information was not available at the time of this writing.

PROP Peer Education:
The second year of the peer education program proved to be very busy and very successful. The year started with 28 peer educators (16 trained and 12 new). The Office of Multicultural Affairs recruited an additional 21 peer educators for diversity issues. The two groups were combined for a total of 49 peer educators for the year. Several chose to become inactive members because of commitment problems and we ended the year with 42 active members.

The fall was very busy doing programs primarily for Freshmen Seminar classes. The total number of students who attended peer education programs in the fall was 977. Programming in the spring was on a larger scale with much of it being done with large groups of Greek chapters. The total of participants for spring semester was 642. The topics, in order of number of participants, were: alcohol, stress, study skills, eating disorders, date rape, self-esteem, and relationships.

We co-sponsored several campus events this year, those being:

- Alicia Quintano: One woman dramatic presentation on eating disorders and related issues.
- Campus Health-A videoteleconference: We completed two out of the three in the series of Richard Keeling's discussion of changing the campus environment.
- National Eating Disorder Screening Day
- Involvement Fair
- Health Fair

Alcohol Education:
As a response to violations in campus policy on alcohol use, 16 alcohol sessions were held with 112 students attending. These were two hour sessions including information about Nebraska State Laws, physiological responses to alcohol and affects of alcohol on academic life. Individual sessions for 6 students were conducted on marijuana issues.

BACCHUS completed a successful year with organizing some non-alcoholic alternatives for campus events. Approximately 20 students were active in the organization. Highlights of the year were serving mocktails for several hundred students at both Late Night Sports, and the SBG Governor's Gala.

LIFE Resource Center:
The videos, books and written materials have been expanded during the past year. We purchased 33 new videos, several books, and increased the number of brochures and resources available to students.

We hired a part-time journalism student to create a newsletter for this office in conjunction with the Office of Multicultural Affairs. She also created several new brochures for publication.
We conducted tours for freshmen through this office to acquaint them with the resources.

Workshops Given:
Team building with the MBTI for Occupational Therapy Students
Team building with the MBTI for Women's Mentoring Program
Freshmen Seminar groups on alcohol, eating disorders and self-esteem issues
Religious Addictions for Theology Class
Religious Addictions for Millard South High School

Student Activities:
Program Board has taken the student initiative to plan such activities. Specific events include One-Man Play, Native American Storyteller, Latino Dinner-Dance and Hawaiian Luau, Greek formals and date parties, movies, comedians, and concert series in the summer, and the All-University Birthday, Halloween and Beach parties. Specific student leader programs that promote these ideals include, the Freshman Leadership Program - allowing students to plan and attend seminars, social events and service projects; the Mentor Program - adds training and accountability to many Freshmen; JUSTICE opens opportunity for any student to participate in the celebration of Jesuit education through social and discussion events; Skills for Success helps develop training for student leaders of all organizations; and Magis Ambassadors, Leaders in Residence, and Omicron Delta Kappa also work to better the well-rounded student.

Residence Life:

<table>
<thead>
<tr>
<th>Programs by Residence Hall - 1995/1996</th>
<th>Deglman</th>
<th>Gallagher</th>
<th>Kiewit</th>
<th>Swanson</th>
<th>Kenefick</th>
<th>Towers</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>28</td>
<td>10</td>
<td>59</td>
<td>56</td>
<td>3</td>
<td>0</td>
<td>156</td>
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<tr>
<td>Recreation</td>
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<td>41</td>
<td>22</td>
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<tr>
<td>Service</td>
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<td>16</td>
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<tr>
<td>Social</td>
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<td>128</td>
<td>12</td>
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<tr>
<td>Spiritual</td>
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<td>19</td>
<td>15</td>
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<tr>
<td>TOTAL</td>
<td>218</td>
<td>56</td>
<td>301</td>
<td>237</td>
<td>18</td>
<td>16</td>
<td>791</td>
</tr>
</tbody>
</table>

Intramural Sports:
The Intramural Sports Program is a component of the Department of Campus Recreation, a Division of Creighton University's Student Services. Participant(s)" documents the number of teams entered and/or individuals listed on each roster for a particular activity. Detailed information regarding participants is available in the summary of each Intramural Sports activity.
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>FALL</strong></td>
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<tr>
<td>12&quot; Softball League</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>253</td>
<td>278</td>
<td>252</td>
</tr>
<tr>
<td>Women</td>
<td>81</td>
<td>^^</td>
<td>^^</td>
</tr>
<tr>
<td>Coed</td>
<td>48(M) 36(W)</td>
<td>61(M) 60(W)</td>
<td></td>
</tr>
<tr>
<td>Teams</td>
<td>32</td>
<td>19(M) 6©</td>
<td>19(M) 8(W)</td>
</tr>
<tr>
<td>Tennis Tournament</td>
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<td></td>
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</tr>
<tr>
<td>Men’s Singles</td>
<td>18</td>
<td>16</td>
<td>22</td>
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<tr>
<td>Women’s Singles</td>
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<tr>
<td>Doubles</td>
<td>5</td>
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<td>28(M) 8(W)</td>
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<tr>
<td>Walleyball Open League</td>
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<tr>
<td>Men</td>
<td>18</td>
<td>^^</td>
<td>^^</td>
</tr>
<tr>
<td>Women</td>
<td>4</td>
<td>^^</td>
<td>^^</td>
</tr>
<tr>
<td>Teams</td>
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<tr>
<td>4X4 Sand Coed Volleyball Tournament</td>
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<td>Men</td>
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<td>Golf Tournament</td>
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<tr>
<td>Bowling Open League</td>
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<td>3X3 Basketball Tournament</td>
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<td>Men</td>
<td>43</td>
<td>23</td>
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</tr>
<tr>
<td>Women</td>
<td>8</td>
<td>^^</td>
<td></td>
</tr>
<tr>
<td>Teams</td>
<td>4</td>
<td>5(M)</td>
<td></td>
</tr>
<tr>
<td>Racquetball Singles League</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>--*</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>Women</td>
<td>--*</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>--------------------------------------------</td>
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<td>Flag Football League</td>
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<td></td>
</tr>
<tr>
<td>Men</td>
<td>655</td>
<td>435</td>
<td>457</td>
</tr>
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<td>36(M) 12(W)</td>
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<td></td>
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</tr>
<tr>
<td>Men</td>
<td>73</td>
<td>101</td>
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<tr>
<td>Women</td>
<td>257</td>
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<td>169</td>
</tr>
<tr>
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<td>45</td>
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<td>10(M) 19(W)</td>
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</tr>
<tr>
<td>Men</td>
<td>172</td>
<td>106</td>
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</tr>
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<td>35</td>
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<tr>
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<td>18(M) 5(W)</td>
<td>18(M) 5 (W)</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>5</td>
</tr>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td>11</td>
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<tr>
<td>Total Participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1101 Men &amp; 547 Women)</td>
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<td></td>
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</tr>
<tr>
<td>Basketball League</td>
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</tr>
<tr>
<td>Men</td>
<td>582</td>
<td>499</td>
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<tr>
<td>Women</td>
<td>141</td>
<td>168</td>
<td>176</td>
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<tr>
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<td>66(M) 18(W)</td>
<td>69(M) 17(W)</td>
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</tr>
<tr>
<td>Men</td>
<td>6</td>
<td>8</td>
<td>^^</td>
</tr>
<tr>
<td>Women</td>
<td>0</td>
<td>1</td>
<td>^^</td>
</tr>
<tr>
<td>Snoball Tournament</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men</td>
<td>0</td>
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</tr>
<tr>
<td>Women</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>(no snow) 0</td>
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<td>Bowling Open League</td>
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<td></td>
</tr>
<tr>
<td>Men</td>
<td>28</td>
<td>16</td>
<td>38</td>
</tr>
<tr>
<td>Women</td>
<td>17</td>
<td>21</td>
<td>22</td>
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<tr>
<td>Teams</td>
<td>10</td>
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<td>12</td>
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<tr>
<td>Volleyball Open Tournament</td>
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</tr>
<tr>
<td>Men</td>
<td>10</td>
<td>20</td>
<td>N/A</td>
</tr>
<tr>
<td>Women</td>
<td>4</td>
<td>^^</td>
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<tr>
<td>Teams</td>
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Coed Volleyball League

<table>
<thead>
<tr>
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<th>Men</th>
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<td></td>
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Soccer League

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<tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>19(M)</td>
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16" Softball Open League

<table>
<thead>
<tr>
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<th>Women</th>
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</tr>
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<tbody>
<tr>
<td></td>
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<td>6</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>107</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36</td>
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</table>

Floor Hockey Open Tournament

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>36</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
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<tr>
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12" Softball Tournament

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>78</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Canceled</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Rain</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Due to Rain</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Participants (1054 Men & 479 Women) 1533

(M) = Men (W) = Women © = Coed
*-- = No records available for these activities.
N/A = Were not included in the IM Sports Calendar for that year.
^^ = No participation

Multicultural Affairs
The Office of Multicultural Affairs is committed to providing programs and services designed to render support that will aid in the retention and graduation of multicultural students. Educating and increasing the awareness of cultural diversity within the campus community is essential to creating an environment that is inclusive to all cultures. Celebrating the cultural awareness months provides a platform from which to educate and embrace cultural diversity. The following programs were provided during the awareness months:

Hispanic Awareness Month - September 15 - October 15,
Lecture - "El Grito de Delores by Jose Garcia, Las Artes Cultural Arts Center Storyteller - Sheila Rocha-Cruz,
Hispanic Youth Outreach Program, Sponsored by C.U. Admissions, Multicultural Affairs, 
Omaha Public Schools and Chicano Awareness Center
Soup & Substance Lecture- Sister Dulce Maria Flores, Hispanic Ministries Sponsored by 
Campus Ministry and Multicultural Affairs
Sponsored a shuttle for C.U. Students to attend Diocesis de Septiembre Fiesta Music- Jorge 
Nila & the Jazz Ninjas

Native American Awareness Month - November
Sage Ceremony (Spiritual Blessing) in St. John's Church by Virgil Cook
Celebration of Native American Awareness Month - New Nation Native American Youth 
Dancers - Virgil Cook
Hascall Indian Nation University - Thunderbird Theater - presented "Songs of Life" 
(Creation Story)
Soup & Substance Lecture:
Native American Spirituality: Is it for Sale?
Presented by Dr. HerbGrandbois, Chair School of Social Work
Sponsored by Campus Ministry and Multicultural Affairs
The Duschene Institute of Fine Arts presented "Multicultural Student Choral Workshop"
Sponsored by Duschene Institute and Office of Multicultural Affairs
Jerry Flute, Director of the Association on American Indian Affairs
Day of Diversity - SBG

Black History Month - February
Martin Luther King Exhibit - Nebraska Humanities Council
Black History Month Kickoff - Music in Fireplace Commons / Poetry Readings
Film Series - "Race against Prime Time", Special Guest Speaker - Mr Ben Gray, KETV 
Channel 7
Celebration of African American Art & Culture -
Featured Artists: Littleton Alston, Creighton University Visual Arts
Seku Nebilit, The Spirit of Africa through Song and Dance
Pamela J. Berry, Photography Exhibit - Godsend II: Spiritual Journey of a People
7th Annual Gospel Festival - sponsored by the Office of Minority Affairs Health 
Sciences, Office of Multicultural Affairs, Creighton University Gospel Choir, 
Creighton University Black Employee Network.
Participating Choirs and Ensembles:
Creighton University Gospel Choir
University of Nebraska - Omaha Gospel Choir
Grace Apostolic Church Choir
Mutual of Omaha - Gospel Choir
Peggy Hunter - Soloist
Morning Star Baptist Church - Mass Choir
Master of Ceremony - Ed Mims
Invocation - David Matzko, S.J. Campus Ministry

African American Youth Outreach Program
Soup with Substance Lecture - La Von Stennis, Stennis & Associates Law Firm
Film Series: The Learning and Teaching Relationship: Succeeding in Culturally Racially Diverse Environments. Sponsored by the College of Arts and Sciences - Diversity Project, African American Student Association and the Office of Multicultural Affairs.

Annual Soul Food Dinner
Soup with Substance Lecture - Gregg Rhodes, Federal Attorney
Films on JTV: Alice Walker: A Portrait in the First Person
  Black Is...Black Ain't
  Understanding our Biases & Assumptions
  Black Athena
  Black Paths of Leadership

Women's Issues Month - March
National Speaker - Alicia Quintano was brought in from Boston Ma., to address the issue of eating disorders. Sponsored by Student Health, Peer Education, Greek Affairs and Multicultural Affairs.

The quality and variety of multicultural programming provided to the Creighton community was outstanding and generally well received. Multicultural students attended and expressed appreciation for the efforts made to celebrate and embrace cultural diversity. Efforts to include majority students, faculty and staff did not produce a satisfactory level of cultural interchange and learning. Strategies to increase awareness and involvement of the campus community have been developed for the upcoming new year. Continued funding support of these types of programs needs to be drastically increased.

2.7 Athletics must be closely monitored to ensure the student emphasis is maintained.
(On-going)

a. Creighton University strives to maintain intercollegiate athletics as an integral part of the educational process. Consistent with this policy, the mission and Goals of the athletics program appear in published form and are circulated within the University and are distributed to external constituencies.

The Goals and mission of the athletics program are related clearly to the mission and Goals of the University. In addition, the Goals and mission of the athletics program support the education objectives and academic progress of student-athletes.

The University's Board of Directors provides oversight and broad policy formulation to the athletics program. The President of the University accepts ultimate responsibility and authority for the actual operation of the athletics program, with clear and direct support from the Board of Directors.

The athletics program is an integral part of the educational enterprise of the University. As such, appropriate campus constituencies, such as the Athletics Board, the Student Athlete Board of Advisors and the University Compliance Committee have the opportunity to provide input into the formulation of policies relating to the conduct of the athletics program and to scrutinize the implementation of such policies.
b. The University is presently in the process of completing the NCAA Athletics certification program. Athletics certification is meant to ensure the NCAA’s fundamental commitment to integrity in intercollegiate athletics. The program is structured to achieve its goal by opening the affairs of athletics to the university community and the public. Key campus constituent groups are meaningfully involved in the institution’s self-study and these self-study reports are evaluated by teams of peer reviewers from other institutions and conference offices.

2.8 **Efforts at undergraduate student retention must be improved. (On-going)**

a. Currently, Creighton University loses approximately 20% of its freshman class and 10% of its sophomore class, resulting in a loss of approximately 1/3 of its freshman class by the end of their sophomore year. In reviewing information compiled by the American College Testing Program, the average freshman to sophomore attrition rate of similar institutions is 17.7% and the attrition rate of highly selective institutions was 7.4%. Slightly over half of the 28 American Jesuit higher education institutions have a better freshman to sophomore retention rate than does Creighton.

b. Early Warning Systems - Monthly coordination with Faculty Advisors and Resident Assistants; also worked with Staff Advisory Council and University Ministries; plans to include Admissions Office and Parent Council.

Advisory Groups - I worked with three groups this year who offered me feedback, suggestions, and different points of view regarding retention efforts and student concerns: Academic Retention Planning Group, Retention Advisory Board, and Student Connection Task Force.

Freshman Survey: At-Risk List - The Institutional Research Team used questions from the Freshman Survey given in August to develop a weighting system for student responses. Approximately 90 freshmen were identified as potential attrition risks. These names were given to Faculty Advisors and Resident Assistants in September with the request to work more closely with these students to develop connections and satisfaction with Creighton.

Re-Admittance Letters - Developed letters to send to freshman and sophomore Arts & COBA students who did not return to Creighton and to their parents. These letters, along with a postage-paid envelope and form to check for more information, were mailed to approximately 325 students in October and 70 students in March.

Academic Assistance Programs
Master Student Program - Switched the emphasis from spring to placing freshmen with low ACT's in the fall class. A new class section was offered in the fall specifically for sophomores and juniors who were doing poorly academically. This change in emphasis resulted in over 100 students in the fall class and a much reduced number in the spring class.

Supplemental Instruction - The program targets difficult courses and offers all students an opportunity to participate in out-of-class, peer facilitated review sessions. After identifying courses with large numbers of D's, F's and withdrawals, and meeting with the appropriate
Deans, department chairs, and faculty, a proposal was submitted and approved to offer SI in one History 105 section and in Biology 211 for the 1996 fall semester. The pilot program will be jointly funded by Arts & Sciences and Student Services.

Registration - Last spring, 1140 holds were placed on student registrations. A new policy was developed and approved which only allowed holds for academic issues, disciplinary suspension, lack of proper immunizations, or monetary debt of at least $100. As a result, in October of 1995, 474 holds had been placed on student registrations and in the spring, 201 holds were placed, dramatically reducing the number of students prevented from completing their registration. We need to offer the students the opportunity to register for classes by telephone or on-line.

Transcript Requests - From January to May, I identified and reviewed nearly 100 requests from current freshmen and sophomores to send transcripts to other colleges and universities. Every week, I contacted Faculty Advisors and Resident Advisors to tell them who had requested transcripts and asked them to talk with the students about their plans and how Creighton may be able to assist.

Leave of Absence Program - The Dean's offices agreed to the following changes in the policy: drop the $20 fee and allow students to take classes on other campuses, subject to the same review as other transfer credits. The LOAP is an excellent way for students to maintain ties with Creighton and gives us an opportunity to encourage their return. Many students and faculty are unaware of this program so more publicity is needed, particularly to Faculty Advisors and Resident Assistants.

Connections with incoming freshmen - Lists of students who indicated interest in specific majors will be made available to departments in the summer before the students arrive on campus as freshmen. Interested departments could send updates about departmental activities, welcome the students, and get them excited about coming to Creighton and connecting with the department. This list could be used in the fall for departments to contact students to invite them to departmental events and activities.

Freshman Seminar - This program is recognized as a critical component of retention efforts but there is much disagreement about its current level of effectiveness. Nursing does a great job with their Freshmen Seminar. Arts & Sciences is planning some positive changes in their program. Regular, personal contact from advisors is a critical piece of retention.

Sophomore initiatives - The CAP Center developed a list of faculty and academic club contacts in each of the departments. The Major Exploration Fair which was initiated last spring, was moved to the fall and coordinated by the CAP Center in early November. Next year, it will be held in October, before students early register for their spring classes. The CAP Center will staff an information booth at the Fair where students can learn about their services and do some career exploration activities. We will ask sophomore advisors to target advisees who are unsure about their major and encourage their participation in the Fair and their attendance at special workshops designed by the CAP Center to assist sophomores with these important decisions. As of June, 1996, 284 Arts & Sciences students with more than 60
credit hours had not yet declared a major and 142 COBA students.

Involvement Opportunities - The Student Activities Office worked hard to offer involvement opportunities to all students. Residence Life also worked hard on student connections.

Outreach Communication - Several articles ran in the Creightonian and one in Parent Magazine about our retention efforts. More media coverage should be encouraged to increase awareness. I met with several campus groups to discuss my role and encourage referrals, including the Student Board of Governors Freshman Advisory Board and the University Board of Directors.

Consultation and Direct Student Assistance - I worked directly with approximately 250 students in person, on the phone, by mail and/or via e-mail. In addition, I served as a consultant with well over 500 campus contacts regarding students about whom they had concerns. Currently 370 students are in my database because of retention concerns. Areas for Development and Improvement

Continue to evaluate and improve early warning systems with Faculty Advisors, Resident Assistants, University Ministries, and Staff Advisory Council, Expand to include Admissions Office, Parent Council, and other campus constituencies.

Evaluate the current exit interview and withdrawal process. Make recommendations for improvement.

Lobby for funds to be made available to provide financial assistance to upperclass and transfer students.

Evaluate the feasibility of developing an e-mail discussion list for incoming freshmen that could be continued as they progress through Creighton.

Continue to evaluate and suggest improvements to Freshman Seminar.

Continue to place an emphasis on identifying sophomores who are unsure of their major and career plans; develop, implement, and evaluate initiatives to assist sophomores with these decisions.

Examine the feasibility of offering blocks of courses (Freshman Interest Groups) and a Freshman Experience Residence Hall to new students to facilitate the development of community.

Explore ways to increase incentives and rewards for good faculty advisors who devote time and attention to their advisees.

Evaluate importance of contact with students over the summer, especially related to students on at-risk list and those with at least 60 hours who have not yet declared a major.
Evaluate the effects and implications of the guaranteed professional school admissions policy on student retention.

Develop strategies to recognize the efforts of University people who do exceptional jobs of caring about students and connecting them to Creighton and encouraging everyone to realize the importance of these connections and the role they can play in retaining students.

Continue to serve as a central resource and referral contact for retention issues and concerns.

Continue to track relevant retention statistics and communicate this information to key university audiences.

2.9 Programs must be developed to sensitize, reflect, and incorporate the diversity of the campus. (On-going)

a. Over the past five years, the Office of Multi-cultural Affairs has provided great leadership in assisting the university in accomplishing its Goals towards cultural diversity. With the hiring of a Coordinator of Cultural Activities, it has enhanced the cultural programming and increased opportunities for the campus community to educate themselves about various aspects of diversity. Most important, it has strengthened the overall mission of this office which is to provide a climate where multi-culturalism is not an imposed condition but a rich gift to the world, to be welcomed and encouraged by all.

From the recent report on Assessment of Cultural Diversity data indicates that students entering private universities in 1995 were less sensitive to issues of diversity than students entering in 1993. It should also be noted that freshmen entering Creighton were found to be less likely to define promoting racial understanding as "essential" or "very important." This data clearly identifies the challenge that colleges and universities face in preparing students to live in a domestically and globally diversified world.

The following report will consist of the major contributions that this office has made this year and how these efforts correlate with the Goals of the Division of Student Services and Creighton University. This report will focus on the following areas: direct assistance and support programs, diversity education programs, multi-cultural organizations, cultural programming, and outreach programs.

1. Direct Assistance and Support Programs - One of the primary responsibilities of the Office of Multi-cultural Affairs is to provide direct assistance to the undergraduate multi-cultural students of Creighton University, so they may fulfill their Goal of receiving a degree. Because of the demographics that make up the student population, Creighton continues to be a challenge socially and academically for a majority of our multi-cultural students.

Research continues to identify factors that aid in the retention of multi-cultural students are correlated with a strong orientation program, mentoring, and academic support.
programs. These programs assist in development of a strong support system that is essential for multi-cultural students to be successful.

Each year as part of Welcome Week, the Office of Multi-cultural Affairs host a Multi-cultural Student/Parent Orientation program. This program provides incoming freshmen and transfer students the opportunity to meet faculty, staff, administrators, and student leaders who will serve as valuable resources.

This year some changes were made to strengthen the program. Where in the past four years it was held in the Student Center room 105, this year we were very fortunate to be able to host the program in the Student Center Ballroom. This change provided more room and attracted more students and administrators to the program.

There was also a change in the format for this year's program. Over the past four years, the program was designed to allow leaders from the multi-cultural organizations, Student Board of Governors, as well as key administrators and faculty members to speak. This years program format consisted of short presentations from three important support areas: Office of Multi-cultural Affairs, Academic Support Programs, and Leadership and Involvement. The change of the site and the restructuring of the program format were well received by those in attendance and enhanced the programs effectiveness.

The development of meaningful relationship and identifying support persons is vital to the retention of multi-cultural students at predominantly white institutions. The Office of Multi-cultural Affairs serves as a strong support for all multi-cultural students of Creighton University. In addition, provides programs to assist in their transition to college and in obtaining their educational Goals.

2. Peer Advising - The Peer Advising program is designed to match incoming freshmen with an upperclass student who will serve as an "advisor" to them. These students are matched based on similar majors or career interests. The role of the Peer Advisor is to serve as a resource person in helping the freshmen make the transition from high school to college.

This year, students (peer advisees) interest in participating in the program was limited. Only ten (10) students mailed back interest forms from the initial mailing to incoming multi-cultural students. The second attempt to recruit freshmen students into the program consisted of going to leaders of the multi-cultural organizations and informing them of the program, which increased the numbers of the students in the program to twenty-one (21).

The commitment of participation by the Peer Advisors and Peer Advisees has been a consistent struggle. The time commitment that is required of both is not that demanding. Incentives need to be developed to help this program attract student involvement. This program would have to designed on a more formal basis and be viewed as program that assists with the universities efforts of retention.
3. Mentorship Program - The Mentorship program was not implemented this year due to lack of participation. Plans are to revamp the program and redevelop it for the 1996-97 school year.

4. Diversity Education Programs - Educating the campus community about the various aspects of cultural diversity is another important function of the Office of Multi-cultural Affairs. These programs have proved to be very educational in increasing the awareness of students and departments within the campus community. These efforts will assist the university in accomplishing one of its Goals for cultural diversity: To ensure the effective and sensitive interaction and socialization of all members of the University.

The diversity education programs have three objectives: 1) To increase the awareness of the campus community to the diversity of experiences and the cultural differences that exist within the multi-cultural student population. 2) To educate/increase the awareness of the campus community to the local, regional, and national trends related to cultural diversity. 3) To empower employees to be advocates of change in making our campus community a welcoming environment for all people.

Currently, diversity education programs have been provided to staff and members of the following: Kiewit Fitness Center, Skutt Student Center Building Managers, Group Leaders, Resident Advisors, Peer Educators, Residence Hall and Kiewit Fitness Center desk workers.

This year we worked together with Mrs. Michelle Millard, Coordinator of Peer Education to integrate the topic of Cultural Diversity into the Peer Education Program. Twenty multi-cultural students were recruited into the program. Currently ten of these multi-cultural students are very active in their involvement, five are moderately involved and five have discontinued participating. All Peer Educators have been trained to present on the topic of Cultural Diversity and will be available in the Fall semester to provide presentations to the campus community. We view this program as vital and essential to the university's educational mission. As stated earlier, the diversity education programs have been very effective in helping students and staff members to better understand diversity and cultural differences. However, the focus of the training has been centered around differences, but as we continue to educate, the aim will be to also examine our similarities. By doing this, it will stimulate cultural understanding and increase cross cultural communication.

Annually, the Office of Multi-cultural Affairs sponsors a Leadership Conference on Cultural Diversity. Due to scheduling problems and conflicts with other campus programming the conference was postponed this year and rescheduled for the fall semester. This change will be beneficial because many students from the focus groups have expressed an interest in the need for a program that will attract a diverse group of students together during the first semester. This gathering would prove very valuable for the incoming freshmen students. We will be taking two student leaders to the National Conference on Race and Ethnicity in Higher Education in San Antonio, Texas May 29 - June 4, 1996. Through this experience, students will obtain valuable information and get
the opportunity to meet other student leaders.

5. Academic/Retention - Monitoring the academic progress and providing academic support for the multi-cultural students of Creighton University is a vital component of the Office of Multi-cultural Affairs. At the end of each semester and at the midterm, any multi-cultural student who receives two letter grades of a D or F receives a letter encouraging them to seek support provided by the Office of Multi-cultural Affairs. Strategies to assist students are collaborated through Mrs. Linda Pappas, Academic Success Counselor and Dr. Martha Brown, Director of Retention.

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<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Senior</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Females</td>
<td>16</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Males</td>
<td>9</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Reasons for leaving:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academics</td>
<td>5</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Finances</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Personal</td>
<td>5</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Suspension</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| Students lost in past year       |         |           |           |
| Fall 94 to Spring 95             | 17      |           |           |
| Spring 95 to Fall 95             | 25      |           |           |
| Fall 95 to Spring 96             | 14      |           |           |
| TOTAL                            | 56      |           |           |

In looking at the retention of multi-cultural students from Spring 95 to Spring 96, thirty-nine students were not retained. In reviewing the reasons why fourteen (14) multi-cultural students did not return from the Fall '95 to Spring '96 semester to Creighton University, various reasons centered around the following. Four (4) students did not return because of academics, three (3) due to finances, seven (7) due to personal reasons (e.g. lack of major they desire, closer to home, homesick, mother illness).

From the information stated above it is obvious that our retention efforts have continuously improved. Incoming freshmen are finding adequate support through the services provided by the university, Office of Multi-cultural Affairs, and from student organizations. As it relates to the retention of upperclass students, they have become more socially and academically adjusted to the campus environment. Also, the efforts of the Director of Retention, Dr. Martha Brown, should be commended and recognized in improving the retention of multi-cultural students.

Through the University's efforts students are more aware of the importance of promoting and understanding cultural differences which in turn plays a significant role in students identifying that the university is making some positive steps to create an environment that
appreciates and respects all people.

6. Multi-cultural Student Organizations - Providing assistance and support to the four multi-cultural organizations, Creighton University African American Student Association (CUASA), Creighton University Latino Student Association (CULSA), Native American Student Association (NASA), O'Hui Hawaii Club is another important facet of this office.

The multi-cultural student organizations provide the multi-cultural students of Creighton with support from a cultural and social perspective. These organizations also assist the university in promoting cultural activities and events through the celebration of their awareness and heritage months.

The following is a short synopsis of the contributions these organizations made this year.

Creighton University Latino Student Association (CULSA)
This was the second year that there was a month of planned activities and a calendar developed for the celebration of Hispanic Awareness Month. With the assistance of the Coordinator of Cultural Activities an array of activities speakers and performances were scheduled throughout Hispanic Awareness Month which provided educational, spiritual and cultural experiences for the campus community.

CULSA's greatest contribution this year was organizing the annual Latino Dinner Dance in which approximately 150 students attended. In addition the students from this organization served as panelist and hosts to Hispanic high school students from Omaha Public Schools for our Hispanic Youth Outreach Program.

New moderators for this organization are faculty members - Dr. Roxanna Recio & Dr. Enrique Rodrigo who helped the group to maintain cohesiveness during a time that they were struggling to maintain unity. New officers were elected, these students appear to have a strong willingness to carry out the functions of the organization and unify the Latino students here at Creighton University.

Native American Student Association (NASA)
This was the second year that the university recognized and celebrated Native American awareness month, which was held in November. With the assistance of the Coordinator of Cultural Activities an array of activities speakers and performances were scheduled throughout Native American Awareness Month which provided educational, spiritual and cultural experiences for the campus community.

This organization also played a vital role in serving as host to five (5) Native American students from North High School during Day of Diversity celebration. In addition the organization met with North High School students periodically to discuss educational opportunities that would enhance and motivate them to further their education.

The Native American Student Association was faced with difficulties in maintaining leadership and an executive board that inhibited the progress of the organization during the
Spring semester. This was due to the fact that the president resigned during the Spring semester. Efforts will be made to reestablish the organization for the Fall semester of '96 by meeting with current Native American students to encourage an active role in serving as leaders for the organization.

O'Hui Hawaii Club
Being the largest Multi-cultural organization on campus, the O'Hui Hawaii Club's primary focus is to serve as a means of support for students from Hawaii. Whereas the other Multi-cultural organizations strive to promote their culture within the campus community, this organization is more of a social support group. Because the American culture is very different from the Hawaiian culture, this club sponsors many social activities for its members that are centered around life in Hawaii.

The one main program that this organization sponsored that promoted their culture was a university-wide function called the Hawaiian Luau. This event continues to grow and attracted four hundred students. Due to the fact of relocation from Becker Dining Hall to the Student Center Ballroom proved to be very advantageous to the success of the Luau. This organization has expressed a strong interest in providing more cultural programs that will enlighten the campus community to the richness of their culture by celebrating Asian Pacific Islander Month in April.

Creighton University African American Student Association (CUASA)
CUASA over the past twenty years that it has been in existence, has been the sounding board and means of social and cultural support for the African American students of Creighton University. The organization worked to provide support for the incoming African American freshmen and assist in their transition to college. This year the organization will focus on improving the recruitment and retention of African American students. CUASA made efforts in this area by playing and instrumental role in the African American Outreach program that was held this year.

It should be noted that the president of the organization resigned during the Spring semester, which caused difficulties for the organization. However, other executives members took the responsibility to carry out the functions of the organization.

With the assistance of the Coordinator of Cultural Activities an array of activities speakers and performances were scheduled throughout Black History Month which provided educational, spiritual and cultural experiences for the campus community.

Harmony Committee
The Harmony Committee, which is made up of student representatives from the Multi-cultural organizations and the International Student Association strived to provide diversity education programs for the campus community through the Student Diversity Tables. As stated earlier, these programs proved to be effective in providing students with a forum to discuss issues related to diversity.

Annually, the Office of Multi-cultural Affairs sponsors a Leadership Conference on Cultural
Diversity. Due to scheduling problems and conflicts with other campus programming the conference was postponed this year and rescheduled for the fall semester. This change will be beneficial because many students from the focus groups have expressed an interest in the need for a program that will attract a diverse group of students together during the first semester. This gathering would prove very valuable for the incoming freshmen students.

The Harmony Committee will continue to provide diversity education programs and look for ways to strengthen its effort.

Outreach and Recruitment
The Creighton Multi-cultural Youth Outreach Program was established four years ago in response to the increasing needs of Multi-cultural students in the Omaha area. Initially, the University’s Office of Admissions and Office of Multi-cultural Affairs worked with the Omaha Public Schools District and the Chicano Awareness Center to develop a youth outreach program for Latino Students in Omaha high schools. The program led to positive evaluations from participating students and praise from the University’s community partners. Subsequently, the decision was made to expand the program to the African American and Native American communities.

Participating students attend a one-day workshop which includes interactive presentations on academic success skills, career decision making, financial aid, and cultural affirmation. Creighton University students are recruited to provide tours of our campus, serve on panel presentations, assist with small group discussions, and serve as role models for participants. Past attendance has ranged from 50 to over 100 high school students per program. Five programs are scheduled as follows:

<table>
<thead>
<tr>
<th>Fall 1996</th>
<th>Hispanic Youth Outreach Program</th>
<th>Grades 11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American Youth Outreach Program</td>
<td>Grades 11-12</td>
</tr>
<tr>
<td></td>
<td>Native American Outreach Program</td>
<td>Grades 9-12</td>
</tr>
<tr>
<td>Spring 1996</td>
<td>Hispanic Youth Outreach Program</td>
<td>Grades 9-10</td>
</tr>
<tr>
<td></td>
<td>African American Youth Outreach Program</td>
<td>Grades 9-10</td>
</tr>
</tbody>
</table>

Funding to support these programs has been shared by the Office of Admissions and the Office of Multi-cultural Affairs. The average cost of each outreach program is $1,500.00 which combines for a total cost of $7,500.00. This expense is not budgeted for in either of the existing budgets; however, the expense is absorbed at the request of the university.

Assessment/Surveys/Focus Groups
Currently the Office of Multi-cultural Affairs is assessing the Multi-cultural student population through the use of two assessment instruments both qualitative and quantitative. The Multi-cultural Student Survey and the Focus Group Evaluation have been implemented this year and results are still pending.

Future assessments would be greatly enhanced if more assistance and coordination was provided by the University’s Research Department.
b. Plans have been initiated to provide a Multi-cultural Affairs Office in a centralized location in the Skutt Student Center. However, due to the current renovations and expansion of new dorms and the Kiewit Fitness Center, the proposal has been placed on hold.

Currently, the Office of Multi-cultural Affairs is located in Brandeis Hall. The two office spaces are separate from each other causing an appearance of fragmentation in services. The Office of Multi-cultural Affairs could better serve all students if we were centralized and operating in a highly accessible location such as the Skutt Student Center.

Efforts to include majority students, faculty and staff did not produce a satisfactory level of cultural interchange and learning. Strategies to increase awareness and involvement of the campus community continue to be developed for the upcoming new year.

As stated earlier the new position of Coordinator of Cultural Activities has been very helpful in fulfilling the Goals and objectives of the Office of Multi-cultural Affairs. The non-salary operating budget for the Office of Multi-cultural Affairs is $8,500.00. This amount did not increase with the addition of another staff person. This budget amount is not sufficient. In order to maintain the existing services and programs provided we are desperately searching for funding resources through the Grants Administration Office and relying on co-sponsorship with other departments, organizations, etc... Relying on the generosity of others to co-sponsor programming is not cost effective as much time and effort is spent researching and working out details.

2.10 We must better integrate the faculty into the nonacademic services we provide to the students. (On-going)

a. Presently, faculty integration into the nonacademic services provided to the students appears good, though I do not have percentages of the total faculty who are involved in such services. It may be the case that a percentage of the total faculty are very involved in most of the services. It may be the case that either greater numbers of faculty have to be integrated or the current number of faculty involved have to be better integrated or both. It seems that overall percentage is not high and has declined in the past ten years.

1. University Ministry:
   - Joint effort with Theology Department for Faith Development Program and RCIA.
   - Faculty participation in Sexual Orientation Task Force.
   - Faculty participation on advisory boards for CCSJ and ILAC.
   - Faculty participation in all ILAC programs.
   - Faculty participation in the planning and celebrating of University liturgies.

2. Student Services:
   - Faculty involvement in Retention efforts.
   - Faculty presentations in Residence Halls.
   - Faculty involvement in Freshman Seminar program.

3. Health Sciences:
   - Faculty/Student socializing.
   - Faculty involvement in ILAC.
   - Faculty involvement in volunteer work.
Involvement in Memorial service.

4. Academic Affairs:
   Work with Retention Director and efforts to better coordinate services of Student
   Services, Residence Life and Multi-cultural Affairs.
   Participation in Freshman Seminar and advising.

   b. 1. University Ministry:
       Reorganization of University Ministry to improve cooperation between Deglman Center
       and CMO.

   2. Student Services:
       Earlier training for and better follow-up on Freshman Seminar that require more faculty
       involvement.
       Begin "Breakfast with Faculty" as way of getting faculty more involved in campus life.
       Better communication of opportunities for faculty involvement and desire that faculty
       become involved.
       Encourage and help faculty moderators of student clubs. Booklet is in the works.
       Education of those who most closely work with faculty so that they stress the importance
       of faculty involvement.

   3. Health Sciences:
       Better communication of opportunities for faculty involvement and desire that faculty
       become involved.
       Have faculty involve students in faculty activities.
       Become more welcoming of students.

   4. Academic Affairs:
       Appointment of Dr. Brown as Retention Director and her initiatives.
       New initiatives for Freshman Seminar to deal with equity in workload, to make it more
       academic, to better connect students to the University.

c. 1. University Ministry: See b, #1

   2. Student Service:
       Consider way such involvements are factored into Rank and Tenure considerations.
       Better communication of expectations regarding faculty involvement. Possibly a
       question to be asked during annual review with department chair. Personal contact
       with faculty outside of class is key expectation of students and so is crucial for
       retention.
       Present menu of options for faculty involvement.
       Better collaboration and communication between relevant areas.
       See b, #2

   3. Health Sciences:
       See b, #3 above.
       Efforts at integration need to be made less informal and spontaneous and more intentional
       and concerted.
       Need to better communicate Goal and design actions to implement it.
       Way such involvements are factored into Rank and Tenure considerations vary between
       committees.
4. Academic Affairs:
   Improve social life and residence life.

2.11 Each school and college should study the appropriate use of distance learning.
   (June, 1997)

a. There was a strong consensus that Creighton University has been slow to respond to the
   rapidly growing demand for distance education programs. Geographical boundaries are
   quickly vanishing in higher education. Students are already able to choose degree programs,
   in a variety of technologically driven formats, from colleges and universities throughout the
   United States. What is being done at Creighton is motivated by individual or departmental
   interest only. There is no coordinated, university-wide effort to respond to the growing
   market for distance learning opportunities. Distance learning is quickly becoming a part of
   the curricular offerings of many universities. This movement is inevitable. Creighton must
   act in a responsive, timely, and structured manner if we hope to reach the increasing number
   of students who cannot always attend classes on a college campus but who are very
   committed to attaining a college degree.

b. The committee proposes that the Creighton administration should mandate the immediate
   creation of a university-wide task force to develop a strategic plan for implementing the
   appropriate use of distance learning at Creighton. The committee also recommends that the
   completion date for the strategic plan be moved up from June 1997 to January 1997 in order
   for Creighton to respond more rapidly to developments occurring in distance learning.

   Once a Distance Learning Task Force is assembled, the following issues need to be
   addressed:
   Models of successful distance learning programs, currently being studied by individuals,
   will be shared with the task force.
   Distance learning needs to be clearly defined and a focus for its use at Creighton must be
   clearly outlined i.e. which delivery system(s) will be utilized. We can't do it all. We
   need to develop a niche.
   The task force must present a clear rationale for Creighton's commitment to developing
   a distance learning outreach.

c. A university-wide distance learning budget needs to be created. It should include; the
   appointment of a Distance Learning Coordinator, funds for faculty development, funds for
   modest technological purchases.

   A cadre of dedicated, skilled faculty members is essential for a successful distance learning
   program. University policies and practices need to be developed which encourage faculty to
   invest their time and talent in this effort.

   Distance learning can be implemented successfully only if University leadership commitment
   to support, encourage, and reward its development.
2.12 University outreach through continuing education in the professional schools and other special programs must be enhanced. (On-going)

a. The Community Relations and Education Programs Committee has compiled a report that explains the present status of outreach through continuing education in the professional schools. The report cited the following specific programs:

School of Dentistry Continuing Education Programs. The School conducts ongoing CLE for dental professionals in Omaha and rural Nebraska.

School of Law Continuing Education Programs. The School of Law conducts regular CLE programming for lawyers in Omaha and throughout Nebraska and Iowa.

School of Law Lecture Series. The School of Law conducts the TePoel Lecture Series each year, bringing lecturers of outstanding reputation to the campus. The TePoel Lecture Series is named for Louis J. TePoel, teacher, scholar, and academic administrator, who served on the faculty from 1907 to 1949 and as Dean from 1920 to 1947. The School of Law jointly sponsors, with the Black Law Students Association and the Latino Law Students Association, the Civil Rights Lecture Series. The Winthrop and Frances Lane Foundation Lectures in Legal Education are funded by an annual grant from the Lane Foundation which also provides annual scholarship assistance and faculty research grants. The purpose of the lecture series is to bring to the Law School each year prominent legal educators to discuss timely and important topics of concern in legal education.

School of Medicine Continuing Medical Education Programs. The School conducts an on-going CME program for medical professionals in Omaha and locations across the country.

School of Pharmacy a Allied Health Drug Information Service. This is an on-line drug information service available to pharmacists and other medical professionals. The program is located in the Health Sciences library and is widely available electronically.

b. Each of the professional schools recognize the value of outreach programs to the University's recognition and public relations in the local and surrounding communities. Outreach continuing education is therefore an integral component of planning upcoming programs.

c. A mechanism needs to be developed for the coordination and enhancement of outreach of continuing education.

d. Better coordination in the planning and development of outreach programs could result in more efficient and effective programs. More programs could be planned that would target multiple disciplines (i.e. law, medicine, business, nursing, etc..) Resources could also be better utilized if there was a coordinated approach to all continuing education activities.

The coordinated approach could be as simplistic as key individuals meeting on an ongoing basis to discuss plans. The coordinated approach could also be more involved and include
the development of a continuing education center which would encompass all the areas of continuing education campus wide. Savings could result in a variety of areas including printing, promotion, speaker expenses facility costs and conference materials.

2.13 Creighton should be a continued resource for the personal and professional development of alumni. (On-going)

a. Alumni receive information on continuing education courses offered through the Schools of Medicine, Law, Dentistry, Pharmacy & Allied Health Professions and Nursing. During Reunion & Homecoming Weekend, one hour courses taught by faculty and administrators are offered allowing participating alumni the opportunity to revisit the classroom and, thus, to gain exposure to current topics and teaching methods. Alumni in the Omaha area are invited to the Manresa Forum sponsored by the College of Business Administration and the University College and dealing in topics related to ethics and business practices.

Working with the Career Academic Planning Center and the Computer Center, the Alumni Relations Office offers the Ask-an-Alum program which provides career networking opportunities for alumni.

All alumni receive the Window Magazine, a quarterly publication, featuring articles designed to "promote the discussion of a variety of issues". The School of Law provides a Job Hotline designed to assist its graduates in finding employment opportunities.

Alumni club leaders may request a Jesuit priest be sent to the alumni club location to provide a retreat/workshop for club members. The Omaha Alumni Club plans a Lenten Retreat annually for its alumni club members.

b. The Alumni Relations Office is in the process of developing pages on the Internet which will be accessible from Creighton’s Home Page. This alumni section could also provide a link to the undergraduate and professional programs on campus permitting alumni to become better informed of the personal and professional growth opportunities available to them through Creighton University. Current articles published by faculty should be made available to alumni via the Internet.

The School of Pharmacy & Allied Health Professions has recently piloted a program that offers a course on the Internet. Use of the Internet for course offerings by the colleges/schools at Creighton will make access to professional development readily available to alumni and so should be encouraged.

The College of Business Administration’s renovations include the creation of several classrooms to be used primarily for weekend and evening seminars. These seminars will provide educational opportunities for alumni, as well as other professionals, within the Omaha area.

Use of the Creighton Retreat Center by the Omaha, Southwest Iowa and Western Iowa Alumni Clubs for annual retreats should be encouraged.
The promotion of alumni club events that draw upon campus resources, particularly the use of both Jesuit and lay faculty and administrators for one day seminars and/or retreats, should be further encouraged.

The use of videotape to record campus lectures should be increased. Such videotapes could be made available to alumni club leaders for use at an alumni club event.

The offering of courses and seminars to alumni at a discounted rate should be considered so as to encourage their participation in them.

2.13.1 The University must continue to provide alumni with opportunities for their spiritual and moral growth. (On-going)

a. Currently University Ministry is doing the following:
The Deglman Center offers:

  spiritual direction
  regular articles for Colleague, Parent, and Creightonian
  various talks to Omaha area churches

Campus Ministry offers:

  continued spiritual direction to alumni in the area
  Challenge 2000 retreats are open to alumni
  Helps plan the Alumni Thanksgiving Mass
  ILAC relies on its alumni to come back and act as faculty and/or coordinators for its program
  Through St John's contact is made with alumni as parishioners marriage preparation

b. Some very preliminary discussion has been done on the feasibility of an Alumni Retreat for next summer at our retreat house.

GOAL 3

Creighton will provide library resources needed to excel in teaching, learning, and scholarship

a. Creighton has made a commitment to improve the acquisition rate of all library materials: books, periodicals, audiovisuals, and electronic resources. This has been accomplished through supplementary funds to match the high inflation rates library materials have experienced over the last four years and the establishment of additional endowments. These have helped but much more is still needed for all three libraries.

b. Discussions have taken place with the Development Office and the Office of Grants Administration regarding additional endowments and grant funding sources. The libraries have worked with Information Systems to replace PALS terminals with PC's that provide access to JAYNet, the Internet, the World Wide Web, as well as PALS. Additional and/or upgraded workstations will be added on a systematic basis in the future. Additional library instruction and WWW classes will be offered to help students and faculty be more efficient in their research.
c. Budget increases to achieve at least the average percentage of university budgets for library services at the ARL universities. With such funding, all three libraries could substantially increase the library resources available and expand their staffs to offer more library user instruction and expanded reference service desk hours. University administrators need to be aware that electronic resources are not necessarily less expensive than print-on-paper resources and that instruction can increase the effective utilization of these resources.

d. Following the consolidation of serial subscriptions with one vendor, the three libraries have the potential for future savings on service charges. The libraries are exploring additional consortia arrangements at the local, state, regional, and national levels to take advantage of price discounts, especially for more of the electronic indexes and full-text databases.

3.1 We must improve the acquisition rate for books and periodicals as well as for visual and electronic resources. Greater financial resources for the three libraries are required. (On-going)

a. Although notable increases have been achieved over the past several years, the combined funding for Creighton libraries represents a small percentage of the university operating budget:

<table>
<thead>
<tr>
<th>THREE CREIGHTON LIBRARY EXPENDITURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Library Expenditures</td>
</tr>
<tr>
<td>1990/91: 2,645,830</td>
</tr>
<tr>
<td>1991/92: 3,103,400</td>
</tr>
<tr>
<td>1992/93: 3,293,089</td>
</tr>
<tr>
<td>1993/94: 3,495,962</td>
</tr>
<tr>
<td>1994/95: 3,713,211</td>
</tr>
</tbody>
</table>

Comparatively, the total acquisitions expenditures for the Health Sciences Library ranks in the bottom ten percent of all 134 AAHSL's in the country. Based on the Fall 1994 ABA statistics, the Klutznick Law Library ranked 115 out of 173 reporting libraries in the "Total Dollars Spent on Law Library Last Fiscal Year" category. Creighton's Reinert Alumni Memorial Library ranked 20th on expenditures for materials per student out of the 60 outstanding regional universities identified by U.S. News and World Report.

b. Creighton University should commit itself to steadily increasing library support to an amount equal to at least 3.25% of the overall operating budget.

c. We cannot assume that electronic information is, or is likely to be, less expensive than traditional book and journal formats. It is equally inaccurate to assume that many library space requirements are reduced by substituting electronic technology for print-on-paper. Technological improvements also consume space. For example, a properly equipped
electronic work station requires two or three times as much space as a traditional library carrel.

d. The three Creighton libraries should continue to cooperate by sharing common vendors, online catalogs, and electronic resources. Additionally, these libraries may explore the potential costs/benefits associated with charging library access fees for non-Creighton affiliated library patrons and libraries without reciprocal borrowing or cooperative interlibrary loan agreements.

3.2 Technological improvements in library materials and services must be provided. (On-going)

a. Various steps have been taken by the three libraries to meet this objective. For example, Reinert has brought up a network of bibliographic and full-text databases for access by the Creighton community. One particular resource, EBSCO Host, offers the full-text of several hundred popular and technical journals and is available to the entire campus.

The Health Sciences Library (HSL) has also brought up a suite of bibliographic databases on the campus network and offers a system, ADONIS, which provides access to the full-text and images of 680 biomedical titles. The HSL also offers another database, Health Reference Center Gold, that provides full-text of one hundred journals and over 500 health related pamphlets over the campus network.

Law Library provides Lexus/Nexus service providing access to hundreds of bibliographic and full-text databases for law students and faculty.

b. The three libraries share a common online catalog, PALS. This has allowed the three libraries to eliminate some duplication of resources. The three libraries continue to evaluate this system. Each library also works closely with Information Systems to upgrade and keep current computer hardware resources. Discussion has begun among the three library directors about the feasibility of consolidating all networked information resources. Each library offers classes for students, faculty, and staff in information management and access. This includes Internet related classes. The three libraries have recently entered into an agreement with a common serials vendor, EBSCO. This allows the three libraries to consolidate serials collection under one management report.

c. There is a need for a budget increases to purchase print and electronic resources. There is also a need for recognition by university administration that electronic resources are not necessarily less expensive than traditional print resources. Finally, there is a need for a budget to be established for each library to maintain and upgrade computer hardware resources. These are not one time costs, rather they are ongoing costs necessary to provide service for our primary clients.

d. Consolidating our titles under one vendor, the three libraries have the potential for negotiating more savings in the future. A consolidated list could also provide greater potential for utilizing electronic resources. By providing funding for a computer
infrastructure there is a greater potential for cost savings as the libraries gradually convert from print to electronic resources.

GOAL 4

Creighton will provide state-of-the-art technology and computer resources needed to excel in teaching, learning, and scholarship.

a. Embracing the issues and Goals outlined in the report entitled "Creighton University and A Plan for Educational and Information Technology Through the Year 2000", prepared by Leon G. Benschoter, Vice President for Information Systems, in July, 1992, Creighton University continues on a path of strong technological growth and change. Though not all the Goals and objectives listed in the report pertain to Information Systems, those that can be effected, implemented or managed by Information Systems have provided an area of great opportunity to move forward. The general consensus is that there is significant satisfaction among all constituencies with the direction and growth of technology and computer resources at this University since the initiation of the Office of Information Systems Plan.

4.1 The Computer Master Plan must be updated on an annual basis. (Annual)

a. Currently Information Systems continues its annual program, started in 1993/94, of upgrading or replacing computing equipment for student computing facilities. For 1996/97 this is being accomplished mainly using student technology fees, a new fee program started in 1995/96 which has replaced the original funding source - the Information Services supported Lab Replacement program. Contact has been made with each lab manager 45-60 days before the end of the fiscal year to determine what needs to be started or improved before the start on August 15th of the next school year. Steps are taken to have as much new equipment and software in operation as possible by the first day of fall semester. At least $290,000 is available annually for this program. New needs are identified on an annual basis.

Development of campus data network facilities (JAYNet) has reached a posture of maturity (97-98%) with only renovation projects adding to the infrastructure. Nearly every location provides for network connectivity. Upgrading and replacement of networking hardware is continual, undertaken to support the ever-increasing traffic and bandwidth needs.

Faculty access to computing resources continues routine growth. All schools and colleges with the exception of the School of Medicine have programs to provide computers and other peripherals to their faculty members.

Software acquisition and training has increased dramatically. An annual donation program providing alumni-sponsored Microsoft software at no cost is making a broad spectrum of the most recent releases available throughout the campus. Training has increased in both quality and quantity. Training sessions have increased six-fold.

The development of workstation minimum standards released twice a year by the Instructional Computing Committee, an advisory group, continues to provide impetus to
acquire technological resources that will serve the University for a significant time into the future.

b. All programs listed above are on-going with only the amount of funding varying from year to year.

4.2 Modernization of classrooms to include the latest technology must continue. (On-going)

a. As a result of the Creighton 2000 planning, much has been accomplished and will continue for the improvement of the physical appearance and capabilities of classrooms. Throughout campus, additional permanent equipment is being added to each classroom resource inventory. This includes providing permanently-assigned projectors, screens, television sets, videocassette players, computer-image projectors, computers and sound systems. In addition, much of the audio-visual equipment is being replaced with newer, more capable models.

Special attention is also being paid to classroom ambience. Several classrooms have been redesigned, incorporating new lighting and lighting controls, re-arrangement of seating schemes, tiered floors, new seating, room-darkening equipment, improved air-handling, and computerized instructor teaching stations.

A growing inventory of mobile instructional projection systems (MIPS carts) is providing equitable functionality to those classrooms which have not yet been renovated.

4.3 Teaching and scholarship require provision of the latest scientific and technological equipment. (On-going)

a. Guidelines published by the Instructional Computing Committee area "consensus statement" from the academic community concerning "state-of-the-art technology" for teaching and scholarship. These faculty portable systems, student computers and more recently file server and network operating systems. At present, individual schools, departments and faculty members rely on this consensus statement to formulate future plans for the replacement or upgrade of older faculty computers as well for the development or renovation of student lab expansions. The opening of the computer store, One PC Plaza, in 1993 brought an entirely new approach to providing information about technology and computers to our faculty. One of the store's objectives has been to provide both understandable information as well as a hands-on learning opportunity regarding computer equipment, available right in the store. The store and its management personnel have also generated many acquisition opportunities providing considerable dollar savings.

4.4 We should study the development of a campus-based computer repair service. (June, 1996)

a. Contracted computer and printer repair service has been under consideration during the current year. As the number of computers and peripherals on campus continues to expand, the need for some type of repair service will increase. Evaluation of this type of service was
made in 1993. The determination was that there was not enough volume to warrant a service program.

b. Now there appears to be enough volume. In fact, some preliminary proposals for such services have already been received from national vendors. Currently a "Request for Proposal" is being developed for contracted computer and peripheral repair services which will be distributed by October, 1996.

4.5 **Coordination of information systems should be reviewed. (June, 1996)**

a. There is resounding support for the coordination and integration of information systems with responsibility and authority assigned to one of Creighton's Vice Presidents. Policies and procedures with standards should be developed by an executive committee. Enforcement must come from all executive levels regarding the acquisition of all new systems, whether proprietary, third-party compatible, or built on existing University approaches.

b. Training for employees needs serious attention. Time must be provided for training on a continual basis, and training must be based on the "Creighton way" of conducting business using the applications presently provided.

4.6 **Support areas must be brought up-to-date in the use of technology. (On-going)**

a. Three specific areas have been worked on in past years in an attempt to keep service support areas current. First was the extending of network connectivity to all support areas of the University, whether located on or remote from the campus. Second was to identify and provide personal computer-based tools (software) to improve the efficiency and effectiveness of the service support areas including the provision of training. Third was to identify necessary improvements requiring better administrative software applications integrated into the decision cycles of the University.

There is no limit to access at present. The extension of the campus network, JAYNet, to some 5800 locations on campus, in Saint Joseph Hospital, and to other remote locations has spurred several redesigns of the basic network topology and forced the acquisition of improved network equipment to ensure stability and reliability of data communications.

b. Though the University has provided many new PC software tools, training for their use in conjunction with administrative systems has not been adequately addressed. It is anticipated that this will become a greater issue as additional tools are introduced. In December, 1994, several departmental users of administrative systems and a consultant reviewed the long-range needs of Creighton's administrative systems. The conclusion reached was that, based on appropriate levels of security, the University needed more open access to institutional data, meaning provision must be made for for self-directed/non-procedural/-non-application based access.

Based on the recommendations of the consultant and the user group, several third-party application software packages were acquired. Several initiatives are now underway (some have reached full implementation) using these newest technologies.
In addition, with these new applications and existing technologies, it is possible to use web browsers, such as Netscape and Microsoft Explorer, as an interface to traditional administrative applications. In the Fall of 1996, a prototype Web front-end for the PALS Library System will be initiated as well as provision of the yearly class schedule "through the Web." Such approaches are very attractive from a cost perspective and will help address the difficult training issues.

The bottom line is that "Web technology and the Microsoft gift" are giving the University an opportunity to provide low cost solutions to accessing administrative databases, keeping support service areas abreast of current use opportunities.

GOAL 5

Creighton staff will support the educational function of the University with competence and sensitivity.

a. Many Creighton staff members lack the necessary skills to adequately and appropriately support the educational function of the University. Some programs and initiatives are in place to help alleviate this situation. The situation is not being adequately addressed due in large part to the lack of an established formal employee training and development program.

b. A number of steps/initiatives are in process and/or being planned to enhance University employees' skills, abilities, and overall effectiveness. A formal employee training and development program is being reinstated. However, this must become a sophisticated, long-range program with appropriate resources (personnel and dollars) dedicated to ensure its success.

5.1 Compensation for staff, both salary and fringe, should be competitive in the local market. (On-going)

a. Overall, compensation for University staff members is not competitive in the local market.

b. The Human Resources Department is:
   1. Completely restructuring the employee position classification process.
   2. Conducting a comparative analysis of selected University staff salaries with local market salaries.
   3. Working with Hewitt Associates, an international Human Resource consulting firm, to develop appropriate salary ranges to correlate with the revised position grade structure.

5.2 Staff development is crucially important. (On-going)

a. Some programs and initiatives are in place to support staff development initiatives. However, the University lacks a formal employee training and development program.

b. The University's employee training and development program is being reinstated. This is a joint effort of University College and the Human Resources Department.
c. Reinstating the employee training and development program is an excellent beginning to achieving this objective. However, adequate resources, (personnel, training dollars, etc.), must be allocated on a long-term basis to ensure the success of this program.

d. Increasing the overall effectiveness of our employees, particularly supervisory personnel, will undoubtedly result in a more effective and efficient work force.

5.2.1 We should investigate the re-establishment of the Employee Development/Training Program. (June, 1996)

a. The Employee Development Training Program will be re-established in 1996-97. Debra Daly will manage the program for University College, under the general direction of the Human Resources Department.

5.3 We must assist administrators to become more effective managers and supervisors, especially through harassment and diversity training. (On-going)

a. Harassment and Diversity training have been provided for all Managers and Supervisors of the University over the past two years. Harassment training was offered in 1994 and consisted of a series of all day programs which included three modules: EEO Compliance, The Americans with Disabilities Act, and Sexual Harassment Recognition and Preventions. The presenters were Dr. Debra Wells, Associate Dean COBA and John Pierce, Affirmative Action Director. A separate and distinct Sexual Harassment training program for faculty was developed and presented by the General Counsel’s office and select faculty trainers for faculty in each School and College.

Diversity training was offered in Fall 1995 and Spring 1996 and consisted of a one-half day program. A total of twelve programs were offered for managers and supervisors and was jointly presented by the Affirmative Action Director, Human Resources personnel and an outside training consultant.

b. The Harassment Training program was developed and implemented by an ad hoc committee comprised of Pat Callone, Assistant to the President and Committee chair, John Pierce, Affirmative Action Director, Mike Black, Associate Dean-Medicine, Jim O’Brien, Human Resource Director, and Anita Horn, Curriculum Coordinator-University College.

Diversity Training was jointly developed and delivered by the Affirmative Action Director, the Human Resources Director, Dr. Jeanette Seaberry, a training consultant, and Ed Williams, Director of Diversity Omaha Public Power District. Additional input was provided by several University Vice Presidents and a core group of employees who attended a pilot session and offered feedback.

c. We need to establish a University-wide training oversight committee which will identify both short and long-term internal training needs for the University and which will coordinate resources and deliver training. It has been strongly suggested that Harassment training and Diversity be provided for all University staff who do not have supervisory responsibility.
d. It is anticipated that the training will help to improve morale, reduce turnover, maintain market shares, decrease absenteeism related to stressful workplace environment issues and generally reduce the number of external complaints against the University. Cost savings would be realized as a result of less employment related litigations, less turnover, and a happier more productive work force. Additionally, all employees will have a better appreciation of the short and long-range Goals of the University and the important role they play in helping to achieve those Goals.

5.4 Greater efforts must be made to recruit more minority administrators, especially in policy-making position. (On-going)

a. The Human Resources Department does not adequately recruit minority candidates for administrator (policy-making) positions.

b. Employment policies and procedures are under review in cooperation with the University’s Affirmative Action Director. Specifically, efforts must be developed to:
   1. Educate hiring supervisors on the specific requirements of the employment process.
   2. Make hiring supervisors aware of the benefits of developing a diverse employee population, particularly in administrator-level positions.

c. In order to more effectively recruit minority candidates for these positions, additional financial resources should be made available to support a more intensive advertising campaign.

5.5 We must provide staff opportunities and encouragement to achieve their full career potential. (On-going)

a. The University currently offers the following opportunities for staff members;
   1. Various non-credit training programs to employees, i.e. computer software packages in an effort to keep up with technology, BANNER, Internet, etc.;
   2. Tuition remission provides eligible employees with the opportunity to enroll in college level courses and pursue a degree if they so desire;
   3. The internal posting policy encourages employees to explore career opportunities. The available positions are posted for five days in the Blue News and on Gopher.
   4. The position reclassification project is reviewing all position descriptions. In addition, the formulation of a standard position description form for position evaluation and classification enables positions to be reviewed using equitable criteria.
   5. Information regarding employment opportunities is available to staff members via Gopher, Internet, and the Position Hotline.

b. We need to continue to effectively disseminate information to staff members regarding available training and employment opportunities. In addition, training programs need to be developed and offered to staff members at all levels.
GOAL 6

Creighton will deepen its commitment to its Jesuit Catholic identity and tradition.

a. The description of this Goal in the Creighton 2000 Plan expresses the University's desire to stand firmly in the tradition of 450 years of Jesuit Catholic education, the hallmarks of which are a high quality education, commitment to service to others, an emphasis on values, and the education of the whole person. The actualization of this Goal is the responsibility of everyone who is part of Creighton University; therefore, the University is committed to strengthening the lay-Jesuit collaboration it has begun. Since quality education is more properly assessed elsewhere, the focus of Goal 6 will be on how well the University is actualizing its commitment to service to others, communication of values, and its collaborative efforts.

Service has been and remains a large focus of life at Creighton. The Creighton Center for Service and Justice created a little over a year ago to help centralize information and opportunities for service has been strengthened with full time staffing (including a full time Director) and reorganized to include the Community Service Office of Campus Ministry. The University's commitment to educating women and men for others is also promoted by some professors who integrate service as a component of their course, a commitment to service is also seen in departmental and college based initiatives.

Communication of values is done in structured and formal ways with "mission documents" made available to faculty, staff, and students; through required course work in ethics, and through centers such as Center for Health Policy and Ethics, Center for Marriage and Family, and Center for Service and Justice. Communication of values is being done in structured and informal ways through the work of Campus Ministry whose numerous and varied retreat programs, opportunities for spiritual direction, residence hall and professional school chaplains, and liturgical programs reach out to students and challenge them to grow in Faith. Further deepening of our Jesuit Catholic identity and communicating these values is done through University College and its programs aimed at improving the intellectual life of the local Church: Manresa Forum; Des Moines certificate programs in Theology, Ministry, and Spirituality; Institute for Priestly Formation, Leadership in Family Ministry Training Program.

Through the availability of the Retreat Center, the Collaborative Ministry Office, and the Deglman Center for Ignatian Spirituality, there are many opportunities to learn about the Mission of the University, the Jesuit character of the University, the Jesuits, and Ignatian Spirituality. Opportunities range from attending workshops to making retreats. There has been more success with Staff than with Faculty, but Faculty do participate. The creation of and the activities of the Mission Integration Group is a good example of these activities.

Both in the hiring and the evaluation process of the University, the Mission of the University plays a part; although, there does not appear to be a consistent University wide practice. In the hiring process most Vice Presidents, Deans and Chairs handle "Mission questions". As could be expected, this varies as the individuals involved vary. Human Resources has
available to all applicants a copy of the University's Mission but does not use it in the interviewing process. In the evaluation process, everyone is evaluated; the revised HR-50 evaluation form asks about the employee's contribution to the Mission; however this may not always be understood in terms of the Jesuit Catholic identity and mission of the University.

b. The Center for Service and Justice has been reorganized for next year. Full time as well as part time staff will now be available. Service is a large part of the University's identity; therefore coordination of efforts needs to be continually improved upon. Towards this end the Center hopes to establish a service data base that students and staff can readily access. Service by itself is not enough. More opportunities for theological reflection leading towards personal integration need to be further developed.

University Ministry continues to try and work more closely with Student Services activities that work towards developing values through formation and clarification. Student advisory boards for University Ministry programs will be established to insure actual student needs are being met. Joint efforts with University Ministry and St. John's Parish are being planned to insure good opportunities for worship as well as Faith formation. Although all students are invited to all University Ministry functions, not all non-Catholic or non-Christians are having all of their religious needs met. As staffing limitations are encountered new avenues of dialog with these groups need to be further developed.

A consistent University wide policy for hiring and evaluating needs to be fine tuned. In hiring, it needs to be clarified on what levels and who asks the "mission questions" (Human Resources, Chair, Dean, V.P.), are those questions to touch on the religious mission of the University, is a passive acceptance of the Mission acceptable or should there be an active engagement of the Mission. In evaluation, clarification of the HR-50 form's questions on Mission would be helpful, that is to say, does the "Jesuit Catholic identity" become the focus or part of the meaning of the form's questions about Mission. Where HR-50 is not used, some policy which offers assurances that the individual is being evaluated on his or hers contribution to the whole of the University's Mission needs to be developed and implemented.

6.1 Students must be given a wide variety of opportunities to participate in service projects while in school. (On-going)

a. Through a centralized information clearinghouse of community service opportunities (Creighton Center for Service and Justice) as well as departmental and college-based service initiatives, students are invited and encouraged to get involved in serving the Omaha community and beyond.

Community service is promoted by individual professors by integrating it as a component within courses. One college-based initiative that encourages community service is the College of Business Administration's Dean's Honor Roll for Social Responsibility, instituted in Fall 1995.
b. Within the Creighton Center for Service and Justice (CCSJ), students' ready access to community service volunteer opportunities could be improved. By creating an information database, utilizing technology, and promoting the system's availability as a resource, more students may become involved in community service.

An additional staff person at the CCSJ would assist the Center's outreach efforts to community service agencies (including on-site visitations), Creighton's academic community, and the broader student population. At the very least, a working network of community service liaisons throughout the university needs to be created and/or refined.

As an educational institution, the university's promotion of service has to be complemented with providing opportunities to "prepare for" and "reflect upon" that service. A plan for offering both informal and formal "preparation" and "reflection" opportunities should be developed.

Some institutions have granted one additional credit to students in courses with a significant community service/integration exercise component. Such a pedagogical innovation could not only promote community service but also enhance the academic experience of students as well. The university should investigate the interest and feasibility of such "integrating" initiatives as this one.

6.2 Our students must have opportunities to develop a morally sensitive value system. (On-going)

a. Creighton University has an explicit mission statement designed to commit all members of the University to affirming the moral development of students during their education. This is an understanding that pervades Catholic educational institutions in general and provides students with an expectation that this is a part of their educational process.

Students are given an opportunity to participate in personalized spiritual direction offered by Jesuits and other members of pastoral care, at no cost to themselves. An important aspect of this service is attention to the student's values and the extent to which these values nurture the moral life of the larger community.

All students are required to take course work in ethics. Although they differ in some regards, all have an emphasis on the importance of developing personal values that support the moral life of the community. This includes undergraduate students as well as students in the professional schools.

There is an explicit attempt to hire faculty whose commitment to excellence in education includes a commitment to help students become aware of moral values that nurture their own life and that of the community. The extent of this commitment is sought in the interview process and is encouraged during the faculty's tenure by opportunities to grow personally in this area too. (Ex: spiritual direction for faculty, study groups on campus).
Incentives in the form of recognitions are built into the system for students. For example, virtually every school offers one or more awards for students whose conduct exemplifies values reflecting a moral sensitivity.

Several Centers in the University provide opportunities for students to enhance their own interests in this area through independent research with faculty, study groups and other mechanisms (e.g., Center for Health Policy and Ethics; Center for Justice and Peace Studies).

Each school has a school Chaplain, a Jesuit who is available to students to talk about personal problems related to their life as a student, and to help them think through their own values.

b. There is an on-going effort to be sure the above mentioned activities are well supported throughout the institution. To my knowledge, no special new initiatives are planned.

6.3 Support of the University’s mission and Goals must be an integral part of the hiring process. (On-going)

a. Presidents Office:
Material on mission is available and distributed to administrators. This includes the booklet Creighton Identity and the reprint What Does It Mean to Be a Catholic Jesuit University? Use of these booklets seems to be a part of all hiring procedures.

Academic and Health Science Vice Presidents:
Neither has specific additional written guidelines. Neither feels need for them.

The Academic Vice President interviews all final faculty candidates in that area and asks them to discuss their potential contributions to the mission. This is a probing discussion, not just a question. Evaluation of faculty candidates is shaped strongly by the views they express in this area. In several cases, support has been withheld from candidates who reveal a lack of connection to the mission.

Vice President for Health Sciences:
Health Sciences are continually conscious of mission in hiring decisions, especially of deans and administrators. Candidates are asked what they believe they can bring to Creighton’s mission, especially to its Catholic Jesuit identity. There is clear and frequent evidence that most of our administrators and deans understand, promote, and support the mission. In cases of failure, remediation is attempted; and if that fails, deans and/or administrators have been removed.

Academic Deans:
Two colleges have additional written guidelines relevant to Catholic Jesuit identity: Creighton College of Arts & Sciences and the School of Pharmacy and Allied Health Professions.

Creighton College of Arts & Sciences is the only college which requires a written statement concerning relationship to the mission from all faculty candidates. The application form
requires the candidate to address the following: What do you understand is the mission of a liberal arts, church-related institution like Creighton University and how your discipline and background would enhance it? The College also has a document called “Recruitment of Regular Faculty” which contains the following: “An equally important condition is concrete evidence that the candidate is a teacher/scholar; and is willing to be part of this Jesuit-Catholic educational endeavor as described in the University Mission statement and the President’s booklet, Creighton Identity. The college also requires that advertisements for faculty positions include the following statement: “Creighton is a Jesuit, Catholic institution that encourages applications from qualified individuals of all backgrounds who believe they can contribute to the distinctive educational traditions of the university.”

School of Pharmacy and Allied health Professions uses an additional guideline entitled “Jesuit and Catholic Identity and Mission Activities”. This document indicates that the dean discusses with each new perspective faculty member the Jesuit Catholic nature of the University specifically using Fr. Morrison’s monograph Creighton Identity. The document also includes descriptions of expectations in the area of Service and Ethics.

In the School of Law when candidates are interviewed for faculty positions, the initial hiring team at recruitment conferences indicates that the mission statement and meeting Goals of the mission are important parts of faculty life at Creighton University. When a faculty candidates visits the Law School, the dean discusses the University mission and also gives the candidate Fr. Morrison’s booklet, Creighton Identity.

In the School of Nursing, there are no written guidelines but faculty applicants are asked to submit their own written philosophy. This document is reviewed for congruence with the Creighton University mission statement. It is also discussed during the interview. In Dean searches, questions about philosophy and mission are emphasized at all levels of the process.

In Human Resources, there is no formal written guidelines specifically regarding the Catholic Jesuit identity. However, the document “What Does it Mean to Be a Catholic Jesuit University?” is available and at the front desk where applications are prepared. Also, a narrative self-reflection on mission Goals is required of all employees during the annual performance form now used by Human Resources. That form requires the employee to respond to the following: “The most important mission of the University is the provision of an excellent value centered education to its students in an environment of service, care, and concern for all individuals within our community. What can you do in the next year to enhance your participation in the mission?”

b. The Academic Vice President believes that the processes in place are sufficient institutionally. What is needed is further faculty discussion and acceptance of the importance of this element in hiring so that it can shape the process more thoroughly at an earlier stage, in the selection of the list of those to be interviewed at a professional conference, for example.

Dean Raful of the Law School believes that at this time that our process with regard to faculty hiring meets the objectives of Goal 6. However, we are not satisfied with our
progress in regard to hiring staff, and plan to work more closely with the Collaborative Ministry office on types of questions and comments that can be used when hiring staff members in order to let them know our expectations and our Goals in regard to the University mission Statement.

Clearly administrators are conscientious in interviewing prospective employees regarding mission potential. However, no uniform policy exists for interviewing applicants with respect to connectedness to Jesuit Catholic identity. All academic divisions seem to use the document Creighton Identity from the President's Office as well as the mission statements contained in official university bulletins. In addition, academic administrators formally interview applicants regarding mission potential. Further, two colleges have additional written guidelines. Finally, one college requires a written statement of mission contribution potential. Human Resources does not seem to employ any Jesuit Catholic identity hiring guidelines.

1. Guidelines for interviewing prospective employees for connection to Jesuit Catholic identity should be issued by the President's Office to all university administrators.
2. These guidelines should include authoritative statements on the nature of a Catholic university as expressed both by the Roman Catholic Church (Ex Corde Ecclesiae) and by official Jesuit documents, as well as Creighton's unique expression of its mission.
3. Current guidelines should be revised to highlight practical criteria for implementing mission. A list of ways to implement Jesuit Catholic criteria should be suggested, similar to lists of ways given in Rank and Tenure Guidelines to implement teaching, scholarship and service Goals.
4. Administrators should issue guidelines to all applicants. Applicants should be asked to comment explicitly on their potential for contributing to Creighton's Jesuit Catholic identity. This should be done at every level of the hiring process, that is, at initial convention screening interviews as well as at formal on-campus interviews. Sample question for potential faculty: "How do you see your teaching, scholarship, university service and community service being affected by Creighton's Jesuit Catholic identity?"
5. Each vice president should adopt uniform policy for own division, for example, require a formal written statement regarding mission contribution (as currently required by Arts College) or merely oral commitment expressed in interviews.
6. Guidelines which include reference to Jesuit Catholic identity should be adapted by Human Resources for staff hiring.

6.4 University ministry must expand its services beyond the traditional population it now serves. (On-going)

a. C.M. student advisors live in three of the residence halls to help recruit students and to connect them with C.M. events. University Ministry is involved in CU Survival to inform Freshman of opportunities for them to become involved, and a 24-hour Retreat is planned early in the semester for freshmen.

University Ministry provides many service opportunities that encourage students to move beyond CU boundaries and become involved in the Omaha community and beyond. These
are sponsored by CCSJ, ILAC and include on-going service projects, as well as Spring Break service trips and summer experiences. University Ministry staff also work with Residence Hall projects and Fraternities and Sororities and their projects, as well as serving as a resource for faculty who plan service learning in their courses.

Lectures, such as Soup with Substance, have been planned to include topics that address issues of minority populations e.g. Native American, African American, Hispanic and Gay issues. Liturgical celebrations are planned to be inclusive of the many diverse groups on campus. Support groups are sponsored for groups with specific needs. Lutheran Ministry reaches out to the needs of the Lutheran population on campus.

b. University Ministry continues to try to work more closely with Student Services to coordinate activities and surface needs to students. There are plans to assemble an advisory board of students to help University Ministry staff be attentive to needs of various groups. Need to continue to explore opportunities to cosponsor events with other campus organizations. Need to hire additional staff person for non-Catholic students.

6.4.1 Students must have opportunities to become active participants in their ecclesial communities. (On-going)

a. Lutheran Ministry involves students through worship services and the Lutheran student group. Liturgies are planned and carried out with high participation of students. Retreats are student planned and executed. A student retreat team also addresses student concerns around retreats. The University Ministry office maintains a list of local Church Communities of all denominations. CU students are invited to be members of St. John's Parish Council.

b. More attention needs to be given to non-Catholic needs and hiring of a staff person in this area would be a help. Para-liturgies need to be expanded.

6.4.2 In addition to the regular courses of Theology, students need to have opportunities for their own adult religious education and faith development through a regular program of faith instruction and adult religious education. (On-going)

a. Formation of C.M. "Faith Development" subcommittee, including staff and C.M. Student Advisor.
   1. to formulate a 'working definition' of what comprises a 'faith development program' primarily for 18-22 year old students at CU;
   2. to involve representatives of the CU community (faculty, staff, and students) who are interested in addressing the need for faith development on the CU campus.
   3. Initiation of a Faith Development Dialogue (Fall/Spring Semester) among interested faculty, staff, and students to clarify vision and articulation of what 'faith development' at CU is and can become.
   4. "On-Line" discussion groups ('godtalk' and 'godbound') provided to Theology classes to provide students with additional opportunities for discussing/processing of faith questions.
5. 7:30 Sunday": 1996 Pilot Lenten Faith Discussions for students with C.M. staff/Theology faculty to provide opportunities for students to integrate theological, religious, and spirituality issues with their own questions and life experiences.

6. Retreat programs offered through the C.M. Retreat Office

7. Christian Life Communities (CLC Groups) coordinated by C.M. CLC is based on Ignatian spirituality including focus on spirituality, community, and mission.

8. Spiritual Direction offered through C.M. and Degelman Center.

9. Spiritual or Pastoral Counseling offered through C.M. and St. John's Parish.

10. Challenge 2000 groups provided through C.M. Faith sharing groups based on Ignatian spirituality with focus on spirituality, community and mission.

11. "Faith Inquiry" provided through St. John's Parish.

   Sessions to provide an opportunity for Catholics and non-Catholics to explore the basic outlines of Catholic Christianity.

12. Rite of Christian Initiation for Adults (R.C.I.A.) sponsored by St. John's Parish to provide a comprehensive process of Christian formation for prospective members of the Catholic Church.

13. FOCCUS, a Marriage Preparation program offered through C.M. and St. John's Church to provide sessions for engaged couples as they address issues and needs in their preparation for marriage.

14. Baptism Preparation sessions provided by St. John's Parish to counsel parents seeking baptism for their infant child.

15. "Forums" and presentations on critical issues of religion and society sponsored by the Peace and Justice Center, Center for Religion and Society, Sexual Orientation Task Force, etc.

16. Liturgy and Worship Services offered through C.M., St. John's Parish, and Lutheran C.M.

17. Liturgical Ministry Training offered through the C.M./St. John's Parish Liturgy Office to provide theological foundation and practical knowledge of various worship ministries in which lay persons are involved.

b. Continuation of Faith Development Dialogue (as described above), at least once a semester, to further the development of campus wide opportunities for CU students in the area of faith development.

A regular program of "Faith Discussions" for CU students throughout the academic year to provide on-going opportunities for the integration of their faith and their life experiences.

Possibly develop on-going "Faith Discussions" programs and/or provide resources for CU undergrads as they graduate into CU graduate or professional schools or remain in Omaha area.

Develop 'small group-reflection gatherings' for seniors to provide an avenue to process faith/life questions to coincide with their developmental readiness to reintegrate faith and life.

Develop scriptural study groups.
Develop an "On-line" C.M. Faith Discussion Group.

Explore possibilities of collaboration with residence hall chaplains to meet current student needs in faith development.

Explore possibilities of collaboration with St. John's Parish regarding student Confirmation preparation classes.

Develop liturgical events with a focus toward faith/life re-integration in worship.

Need to augment the C.M. budget to provide additional staff and program opportunities in the area of faith development.

6.5. **Annual reports and evaluations should include progress in accomplishing the University's mission. (On-going)**

a. Almost without exception supervisors are evaluating subordinates on an annual basis. Again, almost without exception, some component of university, college, department or program mission achievement is part of the evaluation process.

In some areas mainly departmental and program missions are addressed. Many cited the use of HR 50, the standard evaluation form from HR. While the statement of the "Mission Goal" on HR 50 is not exactly the same as the statement of the university mission, it does attempt to focus on the most critical elements of the mission (excellent, value-centered education, in the context of service, care and concern for all individuals within our community). It was not clear who was expected to complete form HR 50 (i.e., which individuals within the university community). It is not used in COBA at the faculty level.

Supervisors and subordinates generally come to some agreement on Goals and objectives for the coming year. However, there is much less uniformity when addressing accomplishing university, college, department, or program mission in those objectives. Speaking from my personal experience as a faculty member, the Goals and objectives focus on teaching, scholarship, and service. The unstated assumption is that if the subordinate is achieving in these areas, accomplishments will advance the mission. This is not in all cases a valid assumption, because the individual objectives may be at cross-purposes with the overall mission.

In Dentistry, individual objectives focus on meeting department and school Goals. The individual is expected to state how his or her short term objectives will help accomplish the department or school Goals.

Very few subordinates have the opportunity to evaluate their supervisors on an annual basis. Many have the opportunity to do so on a three- or five-year cycle. Some people indicated that in these longer term reviews some component of mission is addressed.
While progress is being made toward use of the mission as part of the evaluation process, it is not universal across the university. While all units seem to be addressing some mission based evaluation component, there is not a uniformity of use of the university mission nor a common statement of how that evaluation is to be determined. This very well could be a documentation deficiency rather than an actual deficiency. Since service organizations by their nature attract people who have an affinity toward the mission, many people who are here may "feel" that they are helping accomplish the university mission even though they might be hard pressed to enunciate clearly how they are doing so.

b. Recommendations:
   1. Establish mission accomplishment expectations at the vice presidential level, which then should be delegated to the appropriate units reporting to the vice presidents (deans, directors, etc.). Delegations should then be made by these individuals to the next level of reporting responsibility until each individual faculty member and other employees understands how he or she is taking part in accomplishing the program, department, school and university mission.
   2. Standardize the requirements that university mission be considered as part of the evaluation criteria. This could be accomplished by including the language from the HR 50 last page in each evaluation form used in other divisions of the university.
   3. Study the need to provide subordinates with the opportunity to evaluate supervisors on an annual basis.
   4. Determine whether a cross-functional task force should be established to study this issue.

6.6 More programs should be developed to inform faculty and staff about the Jesuit Tradition. (On-going)

a. Collaborative Ministry Office:
   University Seminar Days: reflection on Ignatian Spirituality and aspects of the Mission of Creighton University.
   Conversations Breakfasts: using articles from "Conversations" magazine and other sources related to Mission and Identity.
   Mission Integration Group (formerly the Heartland Group): encourage faculty and staff participation in the Mission of Creighton University.
   Annual dinner for new faculty and administrators with presentations about Ignatian Spirituality, History of the Jesuits, and Mission of Creighton University.
   Regular monthly participation in staff orientation.
   Spring Break Too Luncheon for staff hosted by Jesuit Community.
   Faculty and Staff Retreats and guided retreats and directed retreats.
   Departmental Programs: (CMO Forum): community building programs designed for specific departmental needs.
   New offices in Administration Building: making us more visible on campus.
   Christian Life Communities: based on Ignatian spirituality including focus on spirituality, community, and mission.
   Public Relations: articles about mission events in Blue News and Colleague.
Deglman Center:
Courses on the Spiritual Exercises.
Presentations on topics of spirituality.
Retreats and spiritual direction.
Departmental programs for faculty and staff and students.

b. Steps in progress and being planned (both CMO and Deglman Center): PR especially targeted to first-timers, those who haven't participated in previous programs.

New retreat ideas.
Look toward financing for retreats (applying for grant monies).

6.7 Programs that contribute to the intellectual life of the Catholic Church should be encouraged. The program in service to the local church should be enhanced. (On-going)

a. University College sponsored and/or co-sponsored:
Certificates, Bachelor's and Master's degrees in Ministry, Spirituality, and Theology.

Manresa Forum. This is a breakfast meeting especially designed for the business community. It is held the second Wednesday of each month. The meeting combines fellowship and a presentation which addresses spirituality and values in the workplace.

Center for Marriage and Family. This Center was established in 1995 in University College. The Center continues to do national research on marriage and family. The Director is Michael Lawler, Ph.D., Professor of Theology, Creighton College of Arts and Sciences. The Associate Director of the Center is Sister Barbara Markey, N.D., Director of the Family Life Office of the Archdiocese of Omaha.

Des Moines, Iowa, Certificate Programs in Theology, Ministry, and Spirituality. The classes are offered in cooperation with the St. Joseph Education Center in Des Moines. They are a resource for persons involved in ministry, as well as a resource for persons seeking adult faith development opportunities.

Institute for Priestly Formation. This Institute for Priestly Formation is a two-year summer certificate for diocesan priesthood candidates.

Leadership in Family Ministry (LFM) Training Program. This training program was co-developed in 1982 with the Family Life Office of the Archdiocese of Omaha and is focused on training family ministers and resourcing graduates.

Mini-courses and conferences for Programs for the Contemporary Church. Many noncredit programs concerning theology and spirituality are held annually. Most are co-sponsored with parishes and agencies of the Archdiocese of Omaha; some are planned ecumenically.
Theology Programs in Norfolk, Nebraska and Waverly, Nebraska. Theology classes are offered in rural Nebraska to enrich people in their ministry and personal faith.

Other programs of the University include:

Law Day for the Clergy (Law School)
Resources for Parish nurses and Health Ministers (Nursing School)
Programs of the Center for the Study of Religion and Society

b. Plans include enhancement and evaluations of the University College sponsored and co-sponsored programs. A credit certificate in Liturgy will be added in 1996-97.

6.8 A diversity of opportunities must be presented for all the people on campus to participate in retreats so that we all can better understand the Jesuit tradition and contribute to its continuation at the University. (On-going)

a. Supplementing the intellectual pursuits of this Jesuit, Catholic University, the mission of the Creighton University Retreat center is expressly sacred, with “priority given to groups seeking spiritual growth and freedom. The facilities are modern, the setting is rustic, where, in communing with nature, one can find oneself and God.”

Staff
In the two years that Creighton University Retreat Center has been in operation, a number of significant changes have been made. The center, under the direction of Father James J. Gladstone, S.J., now has a staff of fifteen employees, including a full time caretaker, secretary, and cook. Three part-time housekeepers, three part-time cooks, a grounds keeper, and four high school youth round out the staff. Father Howard Kalb, S.J. serves as the assistant director.

Maintenance and Improvement
Since June of 1994, the one hundred sixty acres which comprise the grounds of the retreat center have undergone an ongoing process of clearing and upkeep. Tons of debris have been removed from the area including many truckloads of rusted appliances and metal discard.

The multitude of limbs which fell during a severe ice storm in 1992, and were scattered over the property have been cut and disposed of, eighty two tree stumps have been removed, and three acres of the complex proper have been cleared and seeded, allowing for a comfortable passage of air around the buildings. For the first time, the grounds, including the areas along the entrance road, a distance of nearly one mile, are weeded and mowed. Flowers and bushes are planted, and a sanctuary has been established next to the dining hall, allowing retreatants to experience a wide variety of native birds. Feeding stations and houses are in place along the property, and a beautiful balance of wildlife exists undisturbed in spite of the large number of guests in residence at any one time. In the large Loyola Dining Hall itself, a 55 gallon aquarium has been stocked giving a colorful and peaceful aura to the most used facility at the Center. The Iowa State Extension office has worked with the staff identifying
the native trees and wild flowers, and monitors the status of our foliage from season to season.

Building and grounds maintenance has been extensive in the past two years, with the addition of geo-thermal heating/air-conditioning adding a high efficiency utility consumption to the Xavier and Manresa conference, office and chapel areas. The Isaac Jogues Lodge, the large shop, and the caretaker’s house, along with the garage and hen house have all been painted, and the deck on the director’s house has been rebuilt. The deck between the dining hall and the Monserrat Motel, as well as the deck between the dining hall and Xavier Chapel was rebuilt in the summer of 1994. All the buildings have been washed, bleached, and stained. Signs have been placed on the highway, entry road and on each of the buildings, making the center both easy to find and the facilities easy to identify.

Temporary road repair has taken place on the entrance road, and a long, rock auxiliary road has been added for use by service vehicles. The original gravel driving and parking areas around the compound buildings have been paved with blacktop making the entire complex much more accessible and less muddy.

A retreat center office was furnished in December of 1994, allowing for business operations to take place on site. A kitchen was also set up in the Manresa Conference Room after the O’Donnell Center was closed, using all the supplies from that center. A smaller second kitchen (for use by retreatants) was added to the ground floor of Loyola Dining Hall in 1995. 1996 has seen the addition of a new library and meditation room now under construction in the basement of the Xavier Conference building.

Fitness and Recreation
In the summer of 1995, a large redwood fitness court, which was given to the Center by Creighton University, was installed on the grounds. This added an outdoor facility to complement the exercise/game room in the basement of the Loyola Dining Hall. This room features a large treadmill, several exercise bicycles, and a Nautilus weight training machine. The room also has two ping pong tables, and a number of games and tables for recreational use by the retreatants. A volleyball court and a large parade ground area used for croquet or ball games of any kind completes an all around attention to physical fitness offered at the Retreat Center.

Revenue
$50,000.00 was projected for income in the first year of operation with an internal revenue predicted to be $9,500.00. Revenue showed actual income of $54,000 (outside sources) with a $15,000.00 internal transfer taking place in 1994-95. Second year projection showed $63,184.00 of outside revenue predicted with an additional $24,000.00 anticipated from internal transfers. To date (May) the Center has realized $64,906.00 of outside income with $14,000.00 more coming from the University for the 1995-96 fiscal year.

Retreats and Seminars
Since June of 1994, CU Retreat Center has hosted approximately five thousand overnight stays in single rooms, double rooms and dormitory settings, with reservations rising from one
season to the next as word spreads about the accommodations that are offered. Both Creighton University and Creighton Prep use the facility extensively. A wide diversity of other groups coming from all areas of the country also reserve the various units available, and these guests stay as little as one day or as long as thirty days, depending on their personal need (private retreats) or the mission of their group, (days of recollection, silent directed retreats, weekend support meetings, etc.) 1996 has been significant in that a larger number of parochial high schools, and local CCD classes have begun to travel to and enjoy the center. Nearly all first time users of the facility have reserved again or expressed interest in doing so.

Groups using the C.U. Retreat Center facilities have ranged in diversity from University Department Seminars to Twelve Step Programs, youth groups, and Seminarians’ Retreats. The center has hosted innumerable activities for area churches, and has also provided opportunity for many individuals seeking private retreat direction. In the two week period between May 8 to May 22, for instance, the center reserved accommodations for the following groups:

Youth Leadership of Omaha
Sophomore CLC-Creighton Prep
C.U. Credit Union Seminar Day
Creighton Prep Grief Group
St John’s Youth Group
Federated Club Retreat Day
St Joseph Education, Des Moines
Junior CLC -Creighton Prep
Senior Retreat- Creighton University
St. Mark Baptist Marriage Ministry-Omaha
AA Women Overnight Retreat
M.D. Club Retreat Day-Elliott IA
Winterset Parish Retreat
Faculty/Staff Retreat-Creighton University
Academics Affair Seminar Day-Creighton University

In addition to the above, six private retreatants were given rooms and spiritual direction during that time. In the last twelve months, (June, 1995 through May, 1996), departments from Creighton University which have scheduled events at the Retreat Center have included the Schools of:

Medicine
Journalism
Health Sciences
Dentistry
Athletics
Occupational Therapy
Theology
Physical Therapy
Physics
Arts and Sciences
Pharmacy

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Other events from the University in this time period have been:
  Leadership and Family Training Day
  Resident Life Advisors Retreat
  Campus Ministry Staff Retreat
  Development Department Seminar Day
  Freshman Retreat (Campus Ministry)
  Peer Education Day
  Faculty/Staff Retreat
  Degelman Hall Retreat
  Coordinator's Day
  Sigma Phi Epsilon Fraternity Overnight
  Silent Directed Retreat (Campus Ministry)
  V.P. Administration Day
  Phi Kappa Alpha Overnight
  Prayer Retreat (Campus Ministry)
  Human Resources Day
  ILAC Retreat
  C.U. Credit Union Retreat
  Senior Retreat (Campus Ministry)
  Academics Affair Seminar Day

Of particular interest on the calendar is the nationally advertised women's retreat featuring Dr. Joanie Borysenko, from Colorado, who will address a large group of women from the Omaha area at the Retreat Center during April of 1997. C.U. Retreat Center will be featured in the promotional marketing of this event, and has reserved every facility for that group, which is expected to fill the center to capacity.

b. Projection and Promotion
   Typical of most retreat sites, C.U. Retreat Center handles most of its business during weekend hours. These times are nearly always booked, with many weekends filled to capacity. Focus during 1996 has targeted the empty weekday hours, and the Center is starting to notice an increase in activity during those times too, with many one day seminars and retreat days being booked. The Iowa Department of Tourism has expressed interest in promoting weekday use of the facility by offering the site as part of its bus tour schedule. In addition to this, the Center has consistently offered accommodation to families connected with the University and to others interested in retreating together during the summer weekdays.

A brochure was designed by the Retreat Center staff in March of 1995 and hundreds of these have been sent to potential retreatants. In it, the accommodations offered are described, and price information is included, along with a map giving directions from all points.

Although the accomplishment at the Retreat Center has been significant in the past two years, much remains to be done, with embankment preservation and installation of geothermal heating/air conditioning in the cottages being a high priority. Road maintenance
and repair from the entry-way into the complex is another significant need. The Center has also begun to address the necessity of replacing most of the beds now in use with more serviceable and larger mattresses, box springs and bedding. Drapes and curtains have faded and need replacement, as does the carpeting in a number of the facilities.

The staff is hardworking, cooperative and supportive of each other and this special ministry. They consider this property sacred and are dedicated to meeting the needs of the retreatants who come here. Most important of all is the continuing thread of spirituality which covers all activity at the Center. With each effort put forth in maintenance, improvement and running of day to day operations, the C.U. Retreat Center becomes more and more a place where one can respond to the Lord’s invitation to “come away and rest for awhile”. (May 24, 1996)

GOAL 7

Creighton will provide space and environment conducive to teaching, learning and scholarship.

a. Significant improvements have been made in many existing classrooms by the installation of electronic display and computers as well as refurbishing ceilings, lights and floor coverings. Study space has been created and improved in residence halls and libraries and computers have been made available.

The Boyne building has been renovated during a three year effort that consolidated the dental school into one third less space with more efficient arrangements, and created first class space for Physical Therapy and Occupational Therapy. Additionally, major changes to the heating and ventilating system were accomplished reducing energy consumption significantly.

Criss I was totally renovated. The addition of the Beirne Research Tower and renovation of Criss I provided "state-of-the-art" laboratory facilities.

The Eppley building is being totally renovated for the College of Business. "State-of-the-art" classrooms and climate control will be the major result with improved appearance and efficiencies a welcome improvement.

A portion of the Humanities Center has been renovated and plans are ready for the remainder of the building when funds are made available.

Addition to and renovation of the Kiewit Fitness Center is in progress and will improve the capacity and services of that facility which has seen tremendous increase in utilization.

Kenefick Hall and Deglman Hall have been completely renovated. The plans for a new residence hall are nearly complete. New space will make it possible to take Swanson Hall out of service for the summer so it can be renovated, its capacity reduced, and the living space improved to modern standards.
Funding for annual maintenance has been improved from a little more than $100,000 in 1990 to more than $800,000 in 1997. Unfortunately the maintenance requirements continue to exceed the available funds, growing from $5,895,620 in 1990 to a projected $6,784,349 in 2001, despite the actual expenditure of $3,592,235 through FY1995-1996 and a projected $4 Million expended through FY 2000-2001. These estimates do not include capital renewal and replacement needs that are beyond the funding capability of the annual budget. Major renovations such as the Eppley project helps reduce the existing backlog by consolidating and accomplishing a myriad of requirements that have been deferred.

b. Efforts should continue to increase annual maintenance funding to the point where the backlog is stable.

A constant level of capital funding for renovation and renewal should be determined and maintained. A percentage of the physical plant should be renewed, replaced, or renovated each year. Studies indicate that from 1.5 to 3 percent of the total value of the physical plant should be invested annually in capital renewal. The next few years of capital renewal funding should be inflated to eliminate the backlog.

Facility Management, with the assistance of the Campus Planning Committee, should recommend a plan to the President for inclusion in the next and subsequent budget cycles.

7.1 Our campus master plan must be continually updated. (On-going)

a. The current master plan was approved by the board of directors in October 1992. The plan identified the following eight key issues critical to future campus development:

1. Parking and its effect on the campus: The availability of convenient parking is uppermost in everyone’s mind.
2. Shortage of classrooms: Classroom utilization studies indicate a shortage of 8 to 10 classrooms in Arts and Sciences.
3. Need for a new education center for the arts: The facilities presently available to the arts are scattered and inadequate.
4. Rehabilitation and improvement of student housing: Residence halls were built in the 1960's and earlier and do not meet the current needs of the students.
5. An improved front door to the University: The campus does not have a clear entrance and visitors have a difficult time locating destinations.
6. Physical quality of the campus: Major streets divide the campus and very little green space exists.
7. Faculty and Staff accommodations: Space for faculty and staff is extremely limited resulting in use of inappropriate space.
8. The need for incrementalism: Funds for large projects are very limited.

b. With the purchase and demolition of Canfield's, and closing of 23rd street more than 500 new parking spaces have been created. Parking has generally been moved to the perimeter of the campus reducing the conflicts between pedestrians and vehicles. Classrooms, some of which are state of the art computer classrooms, have been added. Three in the lower level of the Humanities Center, one on the fourth floor of the Old Gym and one on the first floor of the
Old Gym. The new education center for the arts has been completed and is in full operation adding three new classrooms. Many existing classrooms have been renovated or reconfigured. Kenefick Hall and Degelman Hall have been completely renovated. A new residence hall is under design. Construction of a new hall will allow downsizing of Swanson and ease the impact of closing down Swanson for rehabilitation.

A visitor parking lot has provided the first step in focusing on a clearly defined entry to the campus. The future addition of a visitor center will further emphasize this area as the official entry to the campus.

All additions and improvements being made and planned are accomplished with the Goal of improving the physical quality of the campus. The reduction of vehicular traffic on the central campus, cleanup of slopes and planting of ground cover, removal of deteriorated structures, and priority consideration to landscape maintenance have and will improve the physical quality of the campus.

The Master Plan was updated in 1995, reflecting some minor changes in concept. The most significant change has been in the realization that plans to renovate old buildings were more expensive than anticipated and the need to achieve some economies by consolidating functions could be accomplished more readily by building an administrative annex on the periphery of the campus. Another change that has encouraged further study of the campus east of 24th Street is the decision to site the new dorm in that area.

As the first five year phase of the master plan draws to a close, we have begun the process of updating the next three phases and adding a fifth. Target date for completion of an approved and updated master plan is October 1997.

c. Changes that have been made and changes that are proposed are being collected and will be presented to the Campus Planning Committee for inclusion in the draft of the update of the master plan. A series of rewrites and reviews is anticipated prior to making the update available to the approving bodies.

The schedule for reviews and approvals must be set by the Campus Planning Committee at their next meeting. Preparations for meetings with each school and administrative area must be developed. Data collection must be complete by the start of the spring semester 1997.

Although changes may occur on a regular basis as a result of decisions about sites and scope of individual projects it should not be necessary to publish an approved document more frequently than every five years. The approval levels required for each project area are adequate to cover interim changes.
7.2 The maintenance of our existing facilities has to be one of our top priorities.
(On-going)

a. Maintenance means different things to different people. To some it is fixing things when they break. To others it is taking action to keep things from breaking and anticipating failure by replacing before failure. To all, it means being able to use facilities for their intended purpose. Whatever the meaning there is always a need to define the desired level of effort consistent with available resources, ie., do you patch the leaks that keep recurring or do you replace the roof that has exceeded it's life expectancy? If the funds are limited you patch the roof. The danger in not replacing the roof is that the roof deck and the structure itself begins to deteriorate and the cost of a new roof becomes much more expensive. Ideally it would be less expensive to do annual inspection and minor repairs before the roof leaks. The backlog of urgent requirements is taking more of the available resources than it would if timely maintenance could be performed. A portion of the facility maintenance budget is reserved annually for work that is done to replace things that have reached or exceeded their practical life. Another portion of the budget is reserved for work that is done to prolong the useful life of parts and systems. Still another amount of money is budgeted to fix things that break. Finally the remainder and largest part of the budget is assigned to operations which includes utilities and housekeeping.

The portion of the budget that deals with all but replacing or repairing things that have reached their normal life expectancy is fairly stable. For example utility budgets assume that historical use will remain the same unless rates change, activities change, more space is added/reduced, or weather is significantly colder/warmer than the year before. Lubrication of equipment, belt tensioning, inspection, and other periodic preventive measures are quite constant and should command a priority for funds since it has been proven that a good preventative maintenance program reduces expensive unplanned maintenance. Budgeting for things that break is simply an educated guess based on past history, age and condition of equipment, and experience.

The life expectancy of most equipment can be accurately predicted. However, mechanical things and structures that are still working beyond expected life often get their replacement delayed for more visible needs. Too often this attention is given to minor construction that ultimately increased preventive maintenance needs and utility consumption while reducing the resources to do timely planned maintenance. Fortunately the funds available for planned maintenance have increased to more than $800,000/yr in 1996/1997.

b. Currently we have identified $6,784,349 in maintenance requirements through 2001. Some of these requirements will be overcome by major renovation work or in some cases failure ill occur and repair or replacement will become an emergency. Regardless of how these requirements are taken care of, it is important that the limited resources are spent on the most important first.

c. In an effort to reduce the second guessing and perceived mystery of how the maintenance funds are spent there should be a facility committee that reviews and approves the planned maintenance each year prior to budget submittal. Possibly the Campus Planning Committee
would perform the function of reviewing and recommending priorities for approval by the President, Vice President, and Deans. The requirements should dictate the size of the budget for planned maintenance not a number, i.e., replacement of a major utility service or large roof could consume all the funds leaving nothing to do even smaller projects like sidewalk and parking lot repair that is required every year.

Facility management has built a history of costs over the last 4 years that can provide a excellent basis for the "fixed" part of the budget. In other words we have certain costs that must be paid every year and they do not vary significantly. Some even are in the form of contracts that should be obligated at the beginning of the year. Once these "fixed" costs are covered the excess and/or additional allocation should be provided based or requirements.

7.2.1 The annual budget for maintenance should be $1 per square foot. (July, 1997)

a. The Budget Committee does not currently use a rate per square foot when setting the annual maintenance budget. Each year the committee increases the maintenance budget somewhat arbitrarily. The amount is based on what we can afford and its importance in relation to other university needs.

b. Clearly define the type and dollar limit of expenses to be included in the maintenance budget. Specify what is excluded (e.g., capital renewal and replacement) from maintenance. Facilities Management Assoc. VP, Controller and Budget Director will meet and resolve. Assoc. VP-Facilities Management determines the dollar amount of on-going annual maintenance requirements of the University. Assoc. VP-Facilities Management updates the square footage of university buildings. Associate VP-Facilities Management and Budget Director calculate the dollar amount per square foot based on steps 1 thru 3. Budget Committee and Budget Director develop a plan to phase in additional maintenance dollars over the current budgeted level. (This assumes it will be higher than current levels).

c. The realization of this objective will provide the Budget Committee with a logical basis for setting the maintenance budget. It will eliminate the arbitrary nature of current procedures. In addition, it will automatically adjust the maintenance budget up or down as square footage is added or deleted. It will help to assure that the maintenance budget, once adjusted to appropriate levels, remains at those levels.

7.2.2 A five-year maintenance plan should be created and annually updated. (Annual)

a. A seven-year maintenance plan was initiated in FY 1989-1990. Each year there have been requirements added and deleted but overall the requirements have grown from $5,895,620 to $6,784,349 projected to 2001. During the period from 1990 to present $3,592,235 of requirements were accomplished. At current funding levels approximately $4.0 million of maintenance will be accomplished by FY 2000-2001. These numbers do not include some significant capital renewal needs such as new astro turf for the sports filed outfield at $1,500,000 and renovation of major academic facilities like Rigge and the Humanities Center.
b. Since 1990 $4,480,964 in requirements have been added. Therefore, the funding is not sufficient to stay ahead of the need for maintenance. The fact that funding is not sufficient has made it difficult to encourage identification of requirements. A concentrated effort to identify all requirements must be made and a realistic level of funding established.

7.3 Cleaning of campus must be a priority and therefore must be improved. (On-going)

a. Utilize the services of an outside management consultant both to streamline the department and to provide a consistent quality clean environment. The project has been on-going for a year with the program fully implemented in academic and administrative areas and in process in the resident hall areas. The process includes:
   1. Review of existing conditions and work procedures.
   2. Interviews of vice-presidents, deans, and departments chairs to develop a level of need and expectations.
   3. The production of a new plan of work.
   4. The re-training of Environmental Services workers.
   5. The reassignment of managerial responsibilities.
   6. Implementation of the work plan.
   7. Quality follow-up inspections with feed back to users.

In the residence hall areas, the status of our efforts are at Step 3 (listed above) with planned implementation to be complete with the start of the 1996 academic year.

7.4 A number of major projects should be accomplished in the next few years. (Five years)

a. Law Library expansion - Money is still being raised to do the Law Library expansion. Pressure has also come up from the Law accrediting group to do additional classrooms. Fundraising for the Law Library, however, seems to have run into a stone wall.

Eppley renovation - Renovation of the Eppley Building began in May of 1996. Names have been raised to try to get the money for the budget.

Kiewit renovation - Renovation of the Kiewit Center should begin in mid-June 1996. It will be paid for out of the student fee which was added beginning with the 1996-97 school year.

New Residence Hall - Plans are moving ahead to begin construction in the spring of 1997 for a new residence hall. The bond issue has already been issued for paying for this item.

Administration Building - Plans are moving ahead to build a shopping mall style administration building on Burt Street between 22nd & 23rd. Construction should begin some time during the summer of 1996.

Humanities Building - Some progress has been made in the remodeling of the Humanities Building with the construction of space for the Philosophy Department. An application has
been submitted to the Hitchcock Foundation, as well as to Don Keough, for funding of the Humanities Building. It is hoped that additional progress can be made in 1997.

Swanson Hall - With plans for the construction of a new dormitory beginning in 1997, the remodeling of Swanson Hall will be possible in 1998 if the new dorm moves quickly; in 1999, if it does not.

Projects planned for after 1998 continue to be on the back burner. These include the remodeling of St. John's Church, remodeling of Criss II and Criss III, remodeling of Rigge, and the construction of a Visitors' Center.

GOAL 8

Creighton will increase its endowment to support students and faculty.

a. Among the common characteristics of our nation's most notable private universities, are large endowment funds. Creighton has made tremendous progress in bolstering its endowment funds. In 1984, our endowment stood at $16 million, today it is nearly $130 million, thanks to prudent investing and an aggressive fund raising program aimed at increasing the size and number of the University's endowment funds.

b. For a university of its size and complexity, Creighton is under-endowed. Endowment can have the effect of both enhancing our programs as well as decreasing our dependence on tuition.

8.1 We must increase the endowment to $200,000,000 by the year 2000 through endowed faculty chairs, program support, scholarships and unrestricted endowment. (2000)

a. Through the Creighton 2000 Campaign, more than $26 million has been raised in gifts and pledges in support of the University's endowment. Of this amount, more than $18.1 million has been received, while an additional $7.2 million in pledges is due for receipt in fiscal year 1997 through fiscal year 2000. We believe that at a minimum, we will raise another $10 million in gifts and pledges to support endowment by the conclusion of the Campaign in June, 1998.

Using an estimated current endowment value of $115,000,000, and assuming a 10% annual return for each of the next four fiscal years, the endowment -- without any additions to principal -- should grow to more than $170 million by the year 2000. With continued fund raising for endowment it seems reasonable to expect an endowment of at least $200 million by the year 2000.

b. Solicitation strategies are under continual review and revision to achieve the endowment objective of the Creighton 2000 Campaign. These strategies are reviewed with the President, the Deans and members of the Campaign's National Steering Committee. Our staff knows
that the top priority in the Campaign is endowment, and in every case possible, prospects are asked to support endowment.

The appointment of Colleen Warin as assistant to the president for stewardship will help the University make better use of its existing endowed funds, and can help sustain positive relations with donors and prospective donors to the endowment.

We are exploring an enhancement of our database to provide a centralized means of reporting on endowment funds, and tracking donors who should be apprised of how their funds are impacting the University. This information currently exists in only piece-meal fashion in several offices across campus. No one office has all the important information related to the origin, purpose and stewardship of endowed funds.

c. Historically, the largest gifts for our endowment have come from bequests and other planned giving vehicles. Generally, serious estate planning is conducted by most individuals between the ages of 55 and 65. The number of our alumni in the 55 to 65 age range will grow by more than 45% during the next ten years. If we are to capitalize on this growth, the University should invest in an assistant director of estate and trust services. Currently, Steve Scholer is the only member of our staff qualified to actively solicit and assist donors interested in making planned gifts.

d. An investment in an assistant director of estate and trust services would pay dividends in the long run for the University, and ultimately would have little effect on our fund raising costs. A healthy, growing endowment provides relief for the current operating budget by providing a reliable, supplemental source of income.

8.1.1 We should investigate endowed faculty positions at levels less than fully endowed chairs. (June, 1996)

a. The President has approved a plan to realize this Goal. It involves setting the minimal endowment for a University Professor at $2 million and an Endowed Chair at $1 million. It also authorizes creation of a Distinguished Faculty Scholar at $500 thousand, a junior faculty scholar at $250,000, and a Lectureship at $100,000.

b. Solicitation strategies for the Creighton 2000 Campaign are under continual review and revision to achieve this sub-objective. These strategies are reviewed with the President, the Deans and members of the Campaign’s National Steering Committee. Our prospect review system allows us to review with our staff on a regular basis, the solicitation strategies for prospects who are likely to support endowed faculty positions.

c. The University should update its policies and procedures to reflect these new positions and to make certain that there is a shared understanding as to how these positions function and the responsibility which exists for communicating to donors of endowed faculty positions.

d. Endowed faculty positions should provide relief for the current operating budget by providing a permanent, supplemental source of income for faculty salaries and expenses.
GOAL 9

Creighton will enhance its image locally, regionally and nationally

a. Significant progress has been made in the last decade to make the local, regional and national audiences more aware of Creighton University. Proof of the increased awareness and efforts to promote the University are seen in consistent mention and high ranking in national publications, increased numbers of clippings and news services usage as well as positive results of surveys and other research techniques. There has also been a realization of the importance of this Goal by the University as evidenced by its inclusion in the strategic plan. The Creighton image is defined, enhanced and promoted through a consistent Graphic Standards program, proactive media relations, award-winning publications and image advertising campaigns as well as successful special events and, equally important, crisis planning and communication. Efforts are being made to enhance Creighton's role as a community resource. Efficiencies are constantly being sought through improved use of technology, staffing, targeting of audiences and evaluation of messages and annual review of Goals and objectives.

b. Consistent efforts must be made to ensure that all Creighton schools, colleges and departments think in terms of the overall Creighton University image. There is still some isolationism and territoriality which needs to be overcome to promote a unified image to our audiences. While image enhancement is the responsibility of all areas of the University, Public Relations has primary responsibility. Efforts are on-going to reinforce positive ties between Public Relations and the various schools, colleges and departments, and to have Public Relations viewed as a professional resource. Because budgets are tight, different ways of expanding broad-based communications tools and staffing are sought, including, for example, the expansion of a speakers bureau to showcase faculty expertise, individual newsletters for deans and community groups, the continuation of focused image advertising that represents the entire University and fosters the image that Creighton is the sum of its many diverse parts. Individual public relations and marketing plans are being prepared for each school and college, in addition to the overall University Goals and objectives which Public Relations develops and reviews annually. Public Relations representatives sit on marketing committees for St. Joseph Hospital and also assist with CMA.

c. A clear-cut policy bringing review of all advertising by University departments under the auspices of Public Relations is needed. While many departments do use Public Relations as a resource, some do not. It is impossible for Public Relations to coordinate advertising (and to monitor and guide image promotion) with regard to graphic standards, placement efficiencies or cost effectiveness when it does not know who is running what, where and when. If Public Relations is to have responsibility for marketing, it must have corresponding authority in this key area.

In an increasingly competitive educational world, the University needs to be prepared to dedicate more dollars to advertising budgets for key areas, such as Admissions and individual schools and colleges, to enhance image and help fulfill Goals in these areas. Included in these budgets should be funds for research and evaluation, as well as production and
placement necessary to achieve desired reach and frequency Goals. Advertising is a key component in an image-enhancement program which also includes effective media relations, publications, community relations, special events, etc. All the marketing plans in the world will not do any good if the University is not willing to commit adequate resources to successfully implement them.

As Public Relations constantly reviews its communication efforts, it will need technological support in finding new ways to reach audiences more efficiently and effectively. As it prepares for an increased role in the University's marketing, it should be acknowledged that more staff time will be needed to effectively design and administer marketing plans, graphic standards, advertising campaigns, and related image-enhancing functions.

9.1 We must better communicate Creighton's achievement locally and nationally, especially faculty achievements and research. (On-going)

a. One key focus of the Public Relations strategic plan is to build awareness of Creighton University among our key target audiences. We use a variety of communications tools to achieve this goal, including research, image advertising, media placements including a proactive news service, publications and special events. First and foremost is an annual research project which targets a specific audience. Such research allows us to measure our current communications efforts plus give direction to future programs. Research has shown that our publics recognize Creighton for top quality education. It can be determined that our image advertising (although extremely limited) play a key role in this recognition. Further analysis has shown that a strong media relations program is largely responsible for the high level of awareness in the local area. Nationally, media placements in the last year have tripled. Publication research shows that our periodicals are well read and appreciated.

b. Because our budget has not been increased in past years, we are unable to expand broad-based communication tools such as image advertising. Instead we have looked for ways to become more efficient with our current tools and staff. For example, recent research shows that 41 percent of information about Creighton occurs via word-of-mouth. Therefore, this year we are focusing on expanding our speaker bureau efforts to showcase our faculty. A brief one-page quarterly newsletter has been developed to send to community and business organizations. Thus far, placements are up substantially. One concern at this point in time specifically is focused on image advertising. Last year, this advertising money was spent on youth advertising in order to help admissions efforts. If this continues to be the thrust, it is feared that our visibility will diminish among other key audiences. It is suggested that there needs to be a separate advertising budget for Admissions efforts, and that the budget for image advertising needs to be maintained and expanded.

9.2 We must develop community partnerships to communicate our strengths and to assess community needs with respect to the content and nature of our educational programs and scholarship. (On-going)

a. In 1992, the Community Relations and Education Programs Committee was formed to do the following: 1) to keep abreast of the major initiatives concerning community relations
programs; 2) to broaden the internal network concerning community relations; and 3) to curb duplications of CU 2000 Goal 9 File efforts. This committee meets monthly and has representatives from most major areas of the University. This year the committee developed a source document which recorded major educational programs and services provided by Creighton to the Community.

b. This year the committee is developing internal guidelines to used for organizations' requests to Creighton. In addition, future plans include developing a strategy to identify key community initiatives and organizations that should involve the University, plus a strategy to get the University involved.

9.3 **Public Relations should develop and disseminate appropriately a plan to improve the University's image. We must establish clear Goals for the projection of our image.** (1996)

a. Public Relations is in the second of a five-year strategic plan to position the university as the outstanding comprehensive Jesuit university in the United States. This plan was developed based on research with key audiences and on the work of a previous University strategic plan committee focusing on image. This plan was disseminated as background for the CU 2000 strategic plan steering committee. Budget for key Goals have been requested from the Budget Committee.

b. Public Relations reviews this plan annually and develops annual Goals and objectives based on its initiatives. For example, as part of this plan we are developing individual PR/marketing plans for each school and college. Mr plan for the Medical School is near completion. We are including an overview of this plan when discussions are held with each University entity so that there is a broader understanding of our Goals and objectives. In addition, the plan is being expanded to include marketing initiatives for the University. The difficulty with the strategic plan is that it is extremely comprehensive. In order to complete many of the plan's objectives, we would need additional resources in terms of people and money.

9.4 **Public Relations should define the audiences for Creighton's image improvement and develop specific measures to reach each of these audiences.** (1996)

a. Since 1986, the mission of the Public Relations and Information Department has been to reinforce commitment to and motivate support for the University among its targeted publics and to maintain or build favorable public attitudes toward the University.

To that end, Public Relations has systematically defined, monitored and analyzed the University's target audiences both internal and external, including (but not limited to) the following: management, faculty, staff, administrators, students, media, donors, parents, alumni (by schools and geography), corporations, community/general public, prospective students, prospective faculty, guidance counselors, prospective and current patients, foundations, etc. Benchmark surveys of how Creighton is perceived locally were undertaken
by the department. No public relations function is undertaken without express consideration and analysis of the target publics.

Public Relations and Information has a Goal of maintaining an information base for planning and decision-making through monitoring attitudes and opinion change in key publics. This is accomplished through: inventory, review and analysis of existing public opinion research; conducting an opinion survey of one key public each year; identifying and meeting with important internal and external groups and reviewing input from meetings; monthly internal publics monitoring; reviewing clippings to determine attitude shifts; review of all special events for feedback; media surveys.

Virtually all public relations functions are geared to fostering a positive image for Creighton University. These include: planning, media relations, publications, image advertising, graphic standards, special events, crisis communication, development support services, etc.

Specific objectives include increasing positive media coverage of CU locally, regionally and nationally through strategizing and placement of Creighton people on talk shows and other specialized media, newspaper placements, video news releases, media training for key University personnel, selected media tours and briefings, production of videotape background footage, broadcast services, including an events hotline, regular media contacts, hometown news releases, public service announcements. Regular communication with publics includes production of publications: Alumnus News, Window, President's Newsletter, Parent, Colleague, Fact Cards, Honor Roll of Donors, Blue News, and numerous newsletters for various departments and deans. In addition, Public Relations developed the University's Graphic Standards Manual and continues on-going assessment and enforcement of same. In addition, Public Relations developed an annual, on-going, multi-media image advertising campaign which began nine years ago to enhance awareness of the University's stature in the community. Public Relations also plans, executes and evaluates many regular special events aimed at specific target audiences throughout the year, in addition to a number of one-time only events. Public Relations has also been instrumental in the development of promotional television spots and videotapes for specific events and departments, as well as numerous special publications, including the printed materials associated with the Creighton 2000 inaugural.

b. The above named activities are on-going, and Public Relations and Information systematically reviews and evaluates them in an effort to determine effectiveness and to increase enhancement of the Creighton image with its various publics. Our research shows that our efforts to date have enhanced Creighton's image, particularly in the greater Omaha community, and there has also been increased exposure regionally and nationally. However, in many ways, limited resources have not allowed us to make the impact we feel is needed to correctly position Creighton as the outstanding Jesuit university in the United States. For example, our image advertising budget is extremely limited, and allows us to only maintain a presence in the Omaha area. Funding is not available for a true saturation campaign in Omaha. Needless to say, plans to initiate an advertising campaign in other target areas of the country have not gotten off the ground due to lack of funding. Other public relations functions, including media relations, publications, special events, etc., enhance awareness of
Creighton in these regional and national markets, but the message would be significantly enhanced by a controlled and creative advertising thrust. Several other image-enhancing programs, such as a good, updated television promotional spot, a well-run Speakers Bureau, etc., have been on the drawing board, awaiting the manpower and funding necessary. As Public Relations becomes more involved in the marketing plan for the University, additional research may become necessary with specific target audiences.

c. Having Colleen Walsh Warin take over some of the special events associated with Development for which Public Relations previously had responsibility ideally should allow Public Relations to spend more time on marketing, advertising, graphic standards, research evaluation, and other image improvement and measurement activities. Some policy changes may need to be considered which grant Public Relations more authority in areas regarding the University's image, including enforcement of the graphic standards, review of advertising materials, etc. Responsibility without corresponding authority is inefficient.

9.5 Athletics Department activities and communications must improve our image within the University community and to external audiences. (On-going)

a. The Sports Information Office serves as the Athletic Department's gatekeeper regarding its image both within the University community and to external audiences. The Sports Information Office's communications regarding the Athletics Department's activities are currently at an above average level with exceptional improvements made over the last five years in the areas of desktop publishing, writing and rapport with local, regional and national news media. The Sports Information Office, at the same time, has also improved the promotion of the Athletics Department's activities within the University community by making better use of existing campus-wide communication vehicles particularly Alumnusnews, Colleague and the Blue News.

b. Many steps are already in progress to help the Sports Information Office improve the Athletics Department's image both within the University community and to external audiences. With recent promotions and staffing changes, the Sports Information Office now has two full-time members (Sports Information Director and Assistant Sports Information Director) which should mean even more improvement in the areas of desktop publishing, writing and rapport with local, regional and national news media. Improved staffing will allow the office to be more proactive in cultivating and pitching more stories and angles while also sharpening written communications both externally and internally. The Sports Information Office recently invested in updated desktop publishing hardware and software to maximize publication quality while minimizing printing expenditures. The Sports Information Office is also currently implementing a "Hometown News Service" which will increase Creighton's presence in the geographic locations of its current student-athletes. The Sports Information Office has already taken additional steps in improving even more its rapport with local, regional and national news media through breakfast and lunch meetings to get better acquainted, exchange ideas and gather information on how it can become better. The Sports information Office is also continuing to work on the creation and then subsequent updating of an Athletics home page on the University's World Wide Web site.
c. Two areas not addressed above which would help the Sports Information Office progress toward achieving its objective are travel and student workers. Travelling with teams throughout the school year is by far the most exhaustive aspect of the office by both the Sports Information Director and Assistant Sports Information Director. By changing policy to limit the amount of travel by the full-time members of the Sports Information Office, the typical 60-hour work week for both of them would be more productive in all of the areas already described. The Sports Information Office, as mandated by the Missouri Valley Conference, must staff all conference postseason tournaments. I would recommend a Creighton policy change to include that mandate but then limit all other travel to men's basketball (sports information director) and women's basketball (assistant sports information director). The Sports Information Office could also progress toward achieving its objective by utilizing more student workers either through the work-study program, undergraduate internships or graduate internships. Graduate internships, if possible despite the school's lack of a graduate program in journalism, would basically provide an additional staff member or members. This graduate assistant or assistants could travel with teams, assist with all facets of the day-to-day operations of the office while also providing key support for home game management. Currently, the two full-time members of the Sports Information Office must be the first to arrive at home events while also being the last to leave at home events with typically an hour to two hours of office work following each home event. This aspect of the office is the second-most exhaustive and graduate assistants or extremely well-trained work-study students or undergraduate interns to help in this area would certainly assist the Sports Information Office's progression toward achieving its objective.

d. Possible new efficiencies, cost reductions or increased revenues are constantly being sought by the Sports Information Office. The increasing cost of paper for publications, press releases and game programs has already forced the Sports Information Office to closely examine the number of publications printed, the number of pages within each publication and the use of one, two, three, four or five color in each publication. There is perhaps an opportunity to reduce the cost of publications by selling print advertisements in all or some media guides and by selling additional print advertisements in all game programs. Increasing postal charges has also forced the Sports Information Office to closely examine all mailing lists to determine absolute need of all intended recipients. The examinations in both of these areas will continue but with more scrutiny. A few years ago, the Sports Information Office implemented a plan to booster the University's image by mailing press releases to the parents of student-athletes. Although the Sports information Office has received much praise from parents regarding this practice which no doubt boosts the University's image, this plan should be closely examined due to paper and postal costs and the answer may be implementing a subscription charge. The Sports Information Office already utilizes Info Connection's "Fax-On-Demand" service, a relatively new efficiency which allows local, regional and national news media 24-hour access to Athletics Department information which has lowered our postal costs due to a cut in mailings but has increased our long distance telephone charges (constantly updating information on the main server in Atlanta, Ga.). A new efficiency with potential to cut costs is the Athletics home page on Creighton's World Wide Web site which could eliminate some mailings and phone charges. Another large expense every year which we are already closely examining is in the area of photography. We currently utilize mostly free-lance photographers (outside of the University) for the taking of action pictures at events
while mainly utilizing our in-house Biomedical Communications department for publicity pictures of all athletics administrators, coaches and student-athletes. We must continue to closely scrutinize these expenses while also investigating the feasibility of a staff photographer and lab (perhaps also used and partly funded by the University's Public Relations office) or the use of student photographers.

9.6 All promotion of the Creighton image should be uniform and consistent. (On-going)

a. A strategic planning committee on image and reputation, comprised of representatives from throughout the University, met in the Fall of 1989 and Spring of 1990, and identified strengths, weaknesses, opportunities and threats pertaining to the perception of Creighton University by its various publics. Subsequently, specific objectives were recommended to develop, coordinate and enhance internal resources for image promotion. Priority objectives included: having one logo for the University, having Public Relations serve as a clearing house for external communications, bringing the Athletic Department within University standards. Other Goals were to give annual employee community service awards, publishing a faculty research journal, doing an organizational structural analysis of the University, having measurement tools in place for our various publics, conducting image seminars for employees, and maintaining accurate community service records throughout the University. Other objectives pertaining to image included building on Creighton's Catholic, Jesuit values; service orientation, enhancing the quality of the Creighton educational product; and improving the physical campus. The committee urged that a high-quality radio and television advertising campaign be conducted, that adequate research be conducted to determine perceptions of target audiences, that recruitment priorities be considered, including diverse populations; that faculty achievements be rewarded and publicized and that all communications be monitored for possible sexism.

In 1991, the committee re-evaluated its findings, and recommended (in order of priority) the creation of a graphics standards program for the entire University, a program to ensure adequate appreciation of scholarship donors, a better definition of Creighton's educational product to audiences, that Public Relations become a clearing house for external communications from within the University, and that each department or school have a person designated to be a clearing house representative.

In 1992, after extensive research and with the approval of the president, all vice presidents, deans and the faculty senate, Public Relations launched its Graphic Standards program, including the dissemination of Graphic Standards Manuals to all departments on campus. Since then, the Public Relations office has had one person who included Graphic Standards among her duties, including monitoring publications and having direct liaison with departments on campus. In addition, Public Relations has consistently placed reminders in the Blue News, has worked with the President's office to have a reminder letter go out from the President, has conducted Graphic Standards seminars for those communicating Creighton to the public, and has updated the manual as needed.

In addition to the Graphic Standards program, Public Relations initiated a trademark licensing program, and later worked with the Athletics Department to more fully develop this
program through a licensing agreement with LRG. Public Relations continues to monitor and approve licensed artwork.

Since 1989, Public Relations has executed annual image advertising campaigns spotlighting various aspects of the University in an effort to increase public awareness of Creighton resources among audiences in the greater metropolitan Omaha area. These multi-media campaigns include print and radio advertising, an airport display, and occasional use of outdoor advertising. Public Relations also helps with specific advertising needs of various departments and schools when asked, and provides advice, consultation, writing and other skills needed for production of various brochures, videos, etc. In addition, it has conducted research on key audiences, monitored increasing numbers of clippings, edited and produced numerous newsletters for various campus departments and deans, produced a fact card and University calendar in addition to other publications, and had Public Relations personnel incorporated into key University committees, including those dealing with diversity issues, government relations and community relations. All special events executed by Public Relations are designed to successfully promote the image of the University with its target publics. Initial drafts of a policy change to implement a clearing house for all University external communications through Public Relations were unsuccessful.

b. Since the Graphics Standards program was launched in 1992, significant progress has been made in achieving a consistent graphic image for the University. Many departments and schools are grateful for the program, and try hard to use the University's registered graphics correctly. For many of these departments, Public Relations has become a resource to ensure correct interpretation of the Graphic Standards, and has also become a resource in advertising strategy, placement and production. However, there have been numerous instances of departments ignoring or blatantly refusing to adhere to Graphic Standards. The objective of having Public Relations serve as a clearing house for all external communications has not been realized. Public Relations will again draft a policy to make the department a clearing house during the summer of 1996. Some of the graphic standards mistakes are made out of ignorance; others out of a desire to maintain autonomy and "creativity". Public Relations currently does not have the authority to enforce the Graphic Standards; i.e., departments do not have to submit projects prior to production although they are encouraged to do so to avoid mistakes; and Public Relations cannot force a department or school to stop using or re-do communications which use the graphics incorrectly. Consequently, there is a very lax attitude on the part of some elements on campus, and a feeling that Graphic Standards are not all that important. If it's wrong, some think it is permissible to just say, "I'm sorry", but there is no need to correct it. This is evident in the case of blatantly incorrect parking stickers issued this year, as well as numerous brochures and signage. Budget obviously plays a part, but unless departments are faced with having to re-do projects that are incorrect, Graphic Standards will not be perceived as important. Meanwhile, Public Relations will continue to work with the offending departments to the extent possible.

Public Relations will continue to try to educate the University departments on the use of Graphic Standards through a summer seminar program. It will also expand the Graphic Standards to include the University's formal Internet presence.
Public Relations will continue to conduct an annual image advertising campaign in the Omaha metropolitan and immediate region. Image advertising must be on-going and consistent to be effective, and must be well-researched. Public Relations began conducting its annual image campaigns in 1989 and planned to build awareness up to the inauguration of the Creighton 2000 Campaign. In the past year, Public Relations received word that the advertising needed to be used to enhance Admissions efforts. Image advertising needs to reflect the needs of all areas of the University. Fragmenting it to reflect Admissions one year, possibly medical clinics the next, etc., could well lead to dissension amid University departments and schools as well as dissolution of the very image we try to promote. Public Relations needs to have a full understanding of the marketing Goals of each major aspect of the University and to have responsibility for an image advertising campaign for the entire University each year. In addition, however, each major area (such as Admissions, individual schools and colleges) should have its own advertising and promotion budget. Public Relations could then serve as a resource to help strategize, coordinate, place and produce correct advertising which would meet the individual needs of these areas while maintaining a consistent graphic and message image. Care should be taken not to use image advertising budget monies for non-image related expenditures. A complete review should be undertaken of some of the current expenditures which more readily relate directly to other areas of the University and which are not necessarily image-related.

In addition to the metropolitan image campaign, Public Relations needs to identify a campaign which could be tested in at least one target city outside our area. A strong speakers bureau needs to be established and maintained. Public Relations is in the process of developing a public relations program for each individual school to promote image and awareness of these areas. Other areas which need to be considered are image promotion as it relates to recruitment and retention of students, a stewardship program with current students, involvement of local businesses, and specific alumni programs. It should be noted that image promotion programs are not only related to Public Relations activities, but Public Relations needs to be very much aware of the other image-promoting programs within the University.

c. There needs to be a full and renewed commitment on the part of upper management to the Graphic Standards of the University, including endorsement of Public Relations as a clearing house for all external communications. Public Relations needs to be given authority to not only approve communications in advance, but to ensure that improper communications are re-done or are not distributed to the public. The president, vice presidents and deans need to be willing to communicate this message to their departments.

Advertising efforts of the University should be coordinated to ensure a consistent and well-planned image promotion, and should be realistically budgeted to ensure impact with our target audiences. Advertising should be considered an important aspect of image-promotion, and an effective enhancement of other public relations activities.

All signage of the University (including the big seal facing west on the Markoe building) should conform to Graphic Standards. Facilities Management should work with Public Relations to ensure compliance of all new signage.
Public Relations should be the clearing house for all external communications coming from within the University. All advertising, brochures, etc., should be submitted to Public Relations prior to production to ensure correct Graphic Standards compliance.

To ensure that adequate manpower is available to administer a uniform and consistent image for the University, Public Relations needs to allocate more of the time of its current Graphic Standards and image advertising coordinator to administer and participate in an expanded program.

9.7 The objective states: "Our efforts to be a resource to the local community should be publicized better, especially in the local media. (1996)

a. Progress is being made toward the achievement of this objective. Creighton currently receives more than 5,000 news clippings per year. It is estimated that 45 percent of those are local clippings. A great deal of those clips relate to Creighton as a community resource. Examples of this include announcements of programs and workshops open to the community; publicity of faculty achievements that contribute to the community such as the MidAmerican Business Conditions Index produced by Dr. Ernie Goss; and community service performed by students, faculty and staff. These types of stories also are emphasized in our broadcast media relations, which has more of a local focus than print media relations efforts. Further, the establishment this year of a speakers bureau that schedules members of the Creighton community to speak to community groups further positions the university as a community resource.

b. Two initiatives that are either under way or being planned will help in the achievement of this objective. They are:
1. Developing more targeted mailing lists. This will target releases to specific media and reporters most likely to be interested, thereby increasing coverage of the university's role as a community resource.
2. Increasing electronic delivery of news releases and materials, both through the use of the internet and through direct modem connection with the news media. This will better target our materials and make them more user-friendly, increasing the likelihood that they will be used.

GOAL 10

Creighton will manage its financial resources with responsibility and stewardship.

a. The issues identified in this goal are the key elements in managing Creighton's financial resources into the future. Enrollment continues to be the single, major factor that drives the financial future of the University. The general Goal of keeping tuition affordable and the specific Goal of no tuition increase in a future year prior to the year 2000 can only be attained by requiring each Vice President and Dean to share responsibility for achieving this objective.
b. While each of the elements in this Goal have been identified and a plan put in place, the most significant impact on this objective is the decision to begin the Process Redesign Project as outlined in 10.8. The Process Redesign Project will involve all aspects of the University, and the recommendations coming forth from the Project will have an impact on all priorities and Goals.

c. Upon completion of the Process Redesign Project, each sub-objective of this objective needs to be reviewed and updated.

d. The decision to hire KPMG Peat Marwick to coordinate the Process Redesign Project took courage and foresight. This decision, plus a continuing willingness to make the necessary changes in the way we manage the University’s financial resources, is a clear indication of the University’s commitment to manage financial resources with responsibility and stewardship.

10.1 Changes in tuition rates should reflect the "educational market basket." (On-going)

a. For the past two years, the Budget Committee, under the President’s leadership, has held tuition increases as low as operating requirements would allow. This was in direct recognition of the realities of the market in which Creighton operates. Each year, the Budget Department prepares comparative tuition statistics with other Jesuit schools and some of our midwestern competitors, as well as some general inflationary data. The "educational market basket," however, has not yet been formally defined or specific data sources and reports developed. Despite this, the Committee has recognized the danger of "pricing" ourselves out of our market and has acted accordingly.

b. Recruit "experts" to assist the Budget Director in developing needed information. (e.g., Dr. Ernie Goss has this expertise and has helped before; find two or three experts from the faculty or elsewhere.) Define the educational market basket of Creighton University. Divide the market into undergraduate, professional, or health science, if possible. Determine specific data (statistics and/or formulas) to be used. Determine sources of data. Develop reports to convey market information on regular basis (annually, quarterly, or monthly).

c. A few hours of several people’s time.

d. Achievement of this objective may not increase revenue but will contribute greatly to maintaining our student base far into the future. This objective will also necessitate cost reduction in order to meet the lower tuition increases.

10.2 Tuition discounting for financial aid should not exceed 25 percent of a college or school’s gross tuition. (On-going)

a. Status: This has been generally recognized as a “rule of thumb” by the Budget Committee. No formal steps have been initiated.
b. Establish an acceptable definition of discounted financial aid for Creighton University. (Budget Director works with Financial Aid Office to determine all elements.) Review result with President and/or Budget Committee. Get approval. Budget Director and Financial Aid Office prepare summary of each school's percent of discounted financial aid for the current year. Review with Budget Committee and establish plan to scale back any schools over the limit. Repeat annually.

c. Make steps #3 and #4 above part of the normal budgeting cycle. Add to the schedule.

10.3 Goals should be set by the Development Office for annual income from fundraising, especially for the annual fund, and future year projections. (On-going)

a. A procedure is in place for the establishment of Goals for the Annual Fund. Each fall, the Director of Annual Giving meets with the Deans to set Goals for their respective Annual Funds for the following fiscal year. The Vice President for University Relations and the President determine the annual Goal for unrestricted gifts for the general University.

Clearly, established Goals exist for the Creighton 2000 Campaign. By June 30, 1998 the Creighton 2000 Campaign has the Goal of raising: $54 million for endowment; $23.5 million for capital construction projects; $20 million for current operations and $2.5 million for technology. Solicitation strategies are under continual review and revision to achieve the objectives of the Creighton 2000 Campaign. These strategies are reviewed with the President, the Deans and members of the Campaign's National Steering Committee.

b. In recent months, we have improved our communication with the Deans and with the University's Budget Office to revise projections for the Annual Fund, based upon the results of the current fiscal year. Creighton 2000 Campaign reports are provided to the President on a regular basis for review and discussion. Similar reports are provided for the Vice Presidents, Deans and members of the Campaign's National Steering Committee. Quarterly meetings are being held with the Deans to keep them apprised of fund-raising Goals and programs. Communication has been improved with the Budget Office to revise the quarterly current estimates for gift income to reflect an analysis by the Development Office, rather than relying on the "best guesses" previously provided by the Deans.

Future year projections, based upon the priorities established in the Creighton 2000 Campaign, have been provided to the University's Budget Office.

c. The Development Office is working on a policies and procedures manual for University-wide distribution in the Spring of 1997 which will address the procedures for the establishment and revision of fund raising Goals, particularly the Annual Fund.

d. Additional investments in personnel, particularly in estate and trust services, the School of Medicine and regional development programs could increase revenue over the long term. An investment in an automated phone center, optical imaging and a new Development database would greatly improve efficiency, enhance communication, reduce costs and increase revenues.
10.4 Enrollment Goals should be set by each school and college and projected out for five years. (On-going)

a. Five-year enrollment projections were recently prepared by the Dean of each school and college for budgeting reasons. So as to not recreate what has already been done and because my knowledge is with respect to new freshman, I am submitting new freshman numbers for the three undergraduate schools. I am relying on the knowledge and expertise of the Deans with reference to returning student numbers and for graduate and professional school figures.

To compile these projections, I referred to statistics as to the number of high school graduates expected nationally and by state. However, I was not able to identify any publications that predict major interest among freshman into the year 2000. Therefore, projections by college continue to be a challenge.

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b. Many variables affect new freshman undergraduate enrollment figures. For example, the new Guaranteed Admission program greatly increased the number of pre-med freshman and consequently increased applicants/deposits to the College of Arts and Sciences. Additionally, competitiveness with respect to scholarships and financial aid greatly impacts enrollment numbers. Also, new initiatives begun by our competitor schools can impact our figures.

Therefore, continual dialogue must occur in the Enrollment Task Force and with the Deans with respect to these projections. As new information is obtained, we must be flexible enough to make adjustments where and when they are needed.

10.4.1. A marketing plan should be developed for each school and college. (June, 1996)

a. There is a lack of agreement on what exactly is meant by marketing. Within individual areas of the University, marketing is a term used alternately for such functions as promotion, public relations, recruitment advertising, etc. Traditionally, the marketing definition includes the four "Ps": pricing, product, place and promotion.

A recent meeting with the majority of Deans indicated that most believed that "marketing" related primarily to public relations, image management and promotion activities. Most felt
that this sub-objective should be considered under Goal 9. Only two Deans felt "pricing" should be involved in the planning process.

It should also be noted that within some schools and colleges, marketing (promotion) is often fragmented, with no single individual monitoring or coordinating functions. Budgeting for marketing also appears fragmented and often receives low priority.

The current Public Relations strategic plan includes developing a public relations plan for each school and college. Therefore, based on the Deans' reactions, we will proceed to develop public relations plans for individual schools and colleges. The plans, however, will be broadened to include marketing (promotion) and positioning aspects for each school and college.

b. During the last few months, Public Relations, with the assistance of an outside consultant, met with two Deans (Law and Medicine) in an effort to develop public relations plans. The Medical School's plan is near completion with a final "marketing" (promotion) overview currently being inserted. Development of the Law School's plan will begin as soon as we complete the Medical School's plan and receive additional information from the Dean. Plans for other schools will be developed as time allows during the next one to two years. (The challenge will be to develop plans that reach for excellence but work within the context of available resources.)

10.5 A marketing plan should be developed for the whole University. (June, 1997)

a. At the present time, there appears to be no cohesive marketing plan which embraces the entire University. Marketing efforts are diverse and very decentralized. There is little coordination or communication of objectives between units, schools and colleges and of how individual marketing objectives fit the overall long-term objectives of the University.

No single marketing matrix is used to uniformly research, identify, prioritize and budget for objectives. Budgeting for marketing is fragmented and often receives low priority. Because of budget constraints, many of the "marketing" tools are not adequately researched either before or after implementation. Budget restrictions also dictate that many areas that would benefit from a concerted marketing effort do not receive this support.

One of the biggest problems appears to be a lack of agreement on what exactly is meant by marketing. Within individual areas of the University, "marketing" is a term used alternately for such functions as promotion, sales (student and faculty recruitment), public relations, etc. Traditionally, marketing includes, but is not limited to, such factors as construction of a marketing matrix, market share relative to the competition, distribution, pricing, depth of product line, advertising, sales promotion, sales force, new product development, research and evaluation.

Public Relations has included several marketing elements in its five-year Public Relations Strategic Plan, based on Creighton's mission and the Creighton 2000 Strategic Plan. These include annual research of target audiences, an ongoing image advertising campaign,
University-wide graphic standards program, and development of a policy to make Public Relations a clearinghouse for all external communications, including advertising. In addition, the University has reached a formal licensing agreement with License Resource Group to realize more exposure, control and promotion of its graphics on apparel and other items for sale.

Public Relations is also in the process of developing a public relations plan for each school and college. Based on the CU 2000 Goals to develop individual marketing plans for each school and college and upon feedback from the Deans, these plans will now be expanded to include marketing functions as appropriate to each school and college. The plan for the Medical School is near completion.

b. As Public Relations has been placed in charge of the overall image of the University, we need to be represented in marketing planning for each area of the University. We currently serve as a member of the marketing committee for Creighton Medical Associates, working in conjunction with Saint Joseph Hospital. We also need to be involved in committees such as Enrollment Management.

The University needs to define exactly what is meant by marketing. Is it the overall strategy incorporating all functions outlined earlier, or is it oriented to image and sales enhancement? A meeting needs to be held with the Vice Presidents to determine this aspect. Expectations need to be identified in order for this endeavor to be successful.

Public Relations will continue to develop individual marketing/PR plans for each school and college, pulling key elements into the framework for an overall marketing/PR plan. Coordinators will be identified in each strategic marketing area to assist in developing and implementing the overall plan.

10.6 A five-year budget plan should be developed. This plan should be integrated with academic planning. (1996 and on-going)

a. The Budget Department has developed some initial procedures and work sheets for five-year budgeting. It has also designed a five-year budget and financial planning model in the same format as the annual operating budget model. A rough preliminary five-year operating forecast is being prepared for the June Board of Directors’ meeting. Although the University has not yet instituted five-year planning, the Budget Committee has plans to do so this year. It will be an easy step since much of the work has been done.

b. Refine and expand procedures already developed. Refine work sheets already developed. Discuss with appropriate academic planners and involve them. Prepare time schedule and integrate into academic planning and the financial planning/budget cycle. Review with Budget Committee. Initiate five-year planning cycle once process is approved.

c. Officially add five-year planning and budgeting to the University’s academic planning and budget cycles.
10.7 A capital budget should be developed both annually and longer term. (1996 and ongoing)

a. Capital budget procedures were developed more than a year ago. Capital budget forms were developed and are currently in the Budget Manual. For several years in the budget process, capital expenditure requests were compiled and reviewed by the Budget Committee. A final approved list was established. Despite this beginning, the capital budget is not truly separate and distinct from the operating budget. Major capital projects are frequently planned and approved during the year without regard to any overall University capital budget procedures or process. There is no established uniform, centralized, capital budget process in force during the entire year.

b. Budget Office, Controller, and Facilities Management review procedures and forms developed earlier. Make any needed revision to insure that a capital budget process is developed which is separate and distinct from the operating budget. Develop a plan to bring all capital expenditure resources under the "University" capital budget process. Review plans with Budget Committee and seek approval. Initiate during next planning/budget cycle.

c. Do not permit material, capital expenditures to be made within the operating budget. Bring any material capital expenditure proposals made during the year under the University capital budget procedures. Do not add major, capital projects outside of the process. Begin funding depreciation for replacement of existing capital assets. (See Sub-objective 10.12)

d. This objective will insure that all major capital expenditure proposals are considered and prioritized with all others. This will help to insure that only those projects with the highest priority will get approved. This will help insure that scarce capital expenditure resources are spent wisely.

10.8 The University must begin a "restructuring" process that involves greater efficiency, reduced costs, and revenue enhancement. (June, 1996)

a. Fr. Morrison announced the selection of KPMG Peat Marwick, LLP to assist Creighton with a Process Redesign Project that will begin the fall of 1996. Dr. Andy Hoh, Associate Professor of Management, College of Business Administration, has agreed to be the Project Leader.

b. Each Vice President has been asked to submit recommendation of names from their area to serve on the Steering Committee or Project Teams. Contract and assignment details are being negotiated with KPMG Peat Marwick LLP during July, 1996. Goals and objectives for the project will be agreed upon in August, 1996. Steering Committee and Project Teams will be selected and the Process Redesign Project will commence in September, 1996.
10.9 We should develop an incentive program to enable faculty/staff to retire easier. (June, 1996)

a. No progress has been made on this objective. This subject will be reviewed during the Process Redesign Project which commences in fall, 1996.

10.10 A comprehensive evaluation of the strategic environment should be done. (June, 1997)

a. Many areas of the University collect data concerning students, faculty, staff, and alumni. The University data is not efficiently coordinated. A vision statement for the Office of Institutional Research and Assessment has been prepared by the Institutional Research Team -- Dr. Shirley Scritchfield, Associate Professor of Sociology, and Dr. Stephanie Wernig, Associate Vice President for Student Services, with the assistance of Dr. William F. Cunningham, Jr., Special Assistant to the President, and Patricia Callonc, Assistant to the President.

The purpose of the Office of Institutional Research and Assessment is to support and facilitate the mission of Creighton University by: (1) providing systematic, objective research and analysis as a basis for University self-assessment, planning, and policy development; and (2) leading and coordinating institutional assessment efforts.

The primary areas of Institutional Research will be student issues, faculty issues, and institutional issues. This office will contribute to the process of an on-going comprehensive evaluation of the strategic environment of Creighton.

b. In fall 1996, Fr. Morrison, S.J., will announce the appointment of Dr. Scritchfield to the position of Director of the Office of Institutional Research and Assessment to become effective January 1, 1997. With the institution of the Office of Institutional Research and Assessment, University data and studies will become more centrally coordinated for use by appropriate entities of the University.

c. Campus-wide support from all levels of the University.

10.11 Each major support area should develop a list of 4 to 7 comparable areas at comparable universities in order to have a "benchmark" of its operations. (June, 1996)

a. Preliminary discussions regarding appropriate institutions for comparison and the proper use of benchmarking have been held; however, no institutions have been selected for comparison. In addition, participation in the initial NACUBO/Coopers & Lybrand comprehensive benchmarking project was previously considered, but rejected due to cost and timing issues.

b. The benchmarking effort should be coordinated with other operational reviews or re-engineering projects being contemplated by the University. Such projects would also be aimed at improving operational efficiency. The specific organizational units (divisions,
departments, etc.) comprising the "major support areas" in the sub-objective should be defined to allow identification of appropriate candidates for comparison. Lists of potential institutions or organizations should be developed based on similarities of responsibilities and functions with the specific operational areas at Creighton.

Key operational data and statistics for comparison should be established and calculated for Creighton departments. Comparable data would then be collected from the target institutions in a consistent manner. The level of analysis selected will determine the cost of collecting and analyzing the data. Procedures should be established to ensure the benchmarking comparisons are made on regular basis (annual, biannual, etc.) and follow-up is done on a timely basis for significant variances or trends. Consideration should again be given to participating in a collaborative industry benchmarking study, such as the NACUBO/Coopers & Lybrand benchmarking project.

c. Proper use of benchmarking to evaluate operational efficiency and effectiveness requires a sizable investment of time to accurately collect and analyze data. In addition, if participation in the NACUBO/Coopers & Lybrand project is determined appropriate, that cost (approx. $10,000) would need to be recognized as well.

d. While benchmarking could identify operational inefficiencies, it is not possible to estimate the potential amount of savings that could be generated until the benchmarking has been performed. The likely result of detecting and correcting operational inefficiencies would be improved service levels and decreased staff needs due to streamlined procedures, reorganization, or outsourcing of selected functions, among other things.

10.12 A plan should be developed to fund depreciation. (1997)

a. Other than informal discussion, no concrete steps have yet been taken to achieve this objective.

b. Determine the percent of depreciation that can reasonably be funded. (Set a Goal.)
   Develop a time table to achieve this Goal in stages over a period of years.
   Develop a plan to pull capital dollars out of the operating budget and into capital. (This is really part of depreciation funding.)
   Identify other sources of funding for depreciation.(e.g. endowment, gifts, operations.)
   Develop procedures for monitoring semi-annually; report to Budget Committee.
   Develop separate capital budget process for planning and placing priorities on capital projects. (Sub-Objective 10.7).

c. Do not allow major, capital spending within operating budgets. This is part of depreciation funding and should be a separate capital budget.

d. Funding of depreciation is designed to provide regular, recurring funding for the replacement of existing capital assets as their useful lives are used up. This includes the replacement of buildings, major renovations, or large equipment replacements. Funding of depreciation provides a smooth, steady source of funding replacements. It helps to assure that there is
adequate capital funding to meet capital replacement requirements. It makes the capital planning and budgeting less of a struggle.

Depreciation funding should not be confused with funding maintenance of capital assets. That is a separate issue which should also be addressed.