

Heider College of Business Identity Statement

What follows is a series of statements that communicate the collective identity of the Heider College of Business at Creighton University. This identity has been recorded to better foster a shared sense of purpose across our diverse community. The full potential of these statements will be realized to the extent that they are used to inform our ongoing direction.

I. We are a Jesuit College of Business. As such,

- a. We are men and women of many belief systems, and are bound by our shared commitment to Jesuit values; thus, we strive to:
 - i. Care for and develop the whole person;
 - ii. Be for and with others;
 - iii. Seek justice, especially for the poor and marginalized;
 - iv. Discern and pursue our God-given purpose; and
 - v. Attain excellence in all we do.
- b. We believe business based on Jesuit values can be a powerful instrument to positively transform society.

II. Guided by our Jesuit heritage, we form leaders who promote justice and use their business knowledge to improve the world. As such, Creighton-formed leaders:

- a. Have mastery in the knowledge, skills, and technologies essential for business.
- b. Communicate ideas, attitudes, and sentiments effectively.
- c. Believe in the value of hard work in the pursuit of excellence.
- d. Engage in a decision-making process founded upon:
 - i. Moral and ethical principles;
 - ii. Rigorous data analysis; and
 - iii. Consideration of system-wide implications.
- e. Seek to understand others and embrace a collaborative spirit.
- f. Are willing to take a principled stance against injustice regardless of the consequences.
- g. Develop a thirst for and practice of lifelong learning.

III. Our first priority is to deliver a rigorous, life-changing educational experience. As such,

- a. The foundation of our educational experience is a shared commitment to the Ignatian pedagogical principles that direct us to provide learning experiences that:
 - i. Challenge students to continually recognize and confront their worldview;
 - ii. Deeply engage and involve students, stirring their hearts and minds;
 - iii. Lead students beyond simple knowledge acquisition to deeper levels of application, analysis, synthesis, and evaluation of knowledge;
 - iv. Promote reflection, enabling assimilation and ownership of new knowledge gained from experience;
 - v. Propel students to transfer knowledge into action to improve society; and
 - vi. Direct students to evaluate their path toward formation.
- b. We develop, solicit, and employ the most effective teaching techniques, tools, and technologies possible to enhance learning.

- c. We take an active role in helping students orchestrate the many experiential learning opportunities that arise from our curriculum, programs and events, jobs, internships, and professional and student-led organizations.
- d. We accept opportunities to elevate the role we play in students' lives beyond that of teacher and advisor to that of lifelong counselor and friend.
- e. We recognize and embrace how our educational experience is shaped by the valuable interdependencies that arise from the relationships that link us to our alumni, Creighton colleagues, the city of Omaha, and the broader business community.
- f. We maintain the characteristics that identify our educational experience regardless of instructional platform (e.g., traditional classroom, online, travel course, seminar).

IV. We are intentional in our efforts to deliver a rigorous, life-changing educational experience. As such,

- a. While we seek balance in our various roles, our primary role is that of educator.
- b. We work collaboratively across the College to ensure that student needs come first.
- c. We maintain small class sizes that promote rich interaction.
- d. We are committed to regular audit and continuous improvement of our educational experience.

V. We hold that the active pursuit and dissemination of high quality scholarship is integral to our identity. As such,

- a. We are committed to scholarship that enables us to:
 - i. Contribute to the design of business, economic, and social policies and practices that positively transform society;
 - ii. Enhance our ability to deliver our educational experience; and
 - iii. Serve as a vital resource for subject matter expertise.
- b. Our faculty is predominantly comprised of individuals who actively pursue and disseminate high quality scholarship.
- c. Scholarship in the College is supported by adequate resources.
- d. The core of our scholarly output is peer-reviewed, discipline-based research that meets accepted high standards for rigor and relevance.
- e. We also embrace high quality applied scholarship that deepens our connections to practitioners and our community.

VI. We embrace service that advances our roles as educators and scholars. As such,

- a. We share in the responsibility to participate in necessary governance and decision making.
- b. We allocate service commitments in an equitable fashion across all faculty.
- c. We value service opportunities beyond the University that deepen our connections to practitioners, our professions, and our community.

VII. We strive to deliver to faculty and staff a work experience that is deeply satisfying and life-fulfilling, and engenders a strong sense of pride, loyalty, and commitment. As such,

- a. We hire individuals who embrace Jesuit values and the other characteristics that reflect our identity and we support their ongoing formation.
- b. We value a transparent culture in which task roles and reward systems are articulated to employees in a clear, concise, and timely manner.
- c. We publicly recognize and celebrate personal and shared accomplishments.
- d. We foster a strong community spirit built upon:
 - i. Shared commitment to and engagement with our identity;
 - ii. Rich interpersonal ties among us; and
 - iii. Freely offering to one another our genuine support.