

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1.

Creighton University was founded in 1878 at which time the initial mission was adopted. The most recent reaffirmation of the mission took place in 2012 when the Wisconsin Province of the Society of Jesus and the Creighton University Jesuit Community collaborated to clarify the relationship among the Society of Jesus, the Jesuit Community at Creighton University, and the University in ways that would preserve and promote the Catholic and Jesuit character of the institution and ensure that it remains a Catholic, Ignatian and Jesuit work. A [“Declaration of Mutual Purpose,”](#) committing, reaffirming and protecting the Catholic, Jesuit character of the mission of higher education at Creighton, was signed by the University's president, chair of the Board of Trustees, and representatives of the Wisconsin Province.

One outcome of this Declaration was to make more transparent the role of the Board in ensuring that the mission and identity of the University is reflected in the curriculum, programs, policies and procedures of the University. To this end, [the Mission, Identity, and Student Life Committee of the Board is charged with promoting an understanding and appreciation of the Catholic, Ignatian and Jesuit Mission and Identity of the University throughout the university-wide community.](#)

1.A.2.

Creighton is the most comprehensive of all Jesuit universities in that it is composed of nine colleges and schools who offer credit-bearing certificates, associate, baccalaureate, master's, and a limited number of doctoral degrees in over 130 programs. In order to reach a broad spectrum of audiences, consistent with advancing the Jesuit presence, both globally and to diverse populations, programs are offered in face-to-face, hybrid, online, and accelerated formats. Despite this diversity of curricular programming and delivery method, Creighton University collectively exists for “students and learning,” as noted in the [Mission Statement](#).

The Enrollment Management team consistently works to recruit students who are academically well

prepared, diverse, and who share the Creighton mission of providing service to others and creating a more just world. In our undergraduate traditional student population, over the last decade, freshman students who scored 30-36 on ACT or comparable SAT increased from 191 students in 2006 to 257 in 2015; further, the [average ACT score rose from 25.6 in 2001 to 26.78 in 2015](#). The [high school GPA of 3.8 or higher has grown from 495 freshmen in 2006 to 572 in 2015](#).

Creighton has also increased the diversity in our freshman class by focusing efforts to increase the number of students of color and those of various faith traditions and cultural backgrounds. [In 2009, 22% of our student body comprised students of color](#). The [representation of students of color grew to 28% in 2015](#). [Though students of color enrolled in on-ground courses have slightly declined from 2012 \(23.77%\) to 2016 \(20.58%\), there has been a corresponding increase in student of color enrollment in online/hybrid courses during this same period](#). [In 2012, 20.61% of the student population in online/hybrid courses were self-identified as students of color, while in 2016, 24.71% of enrollment in these courses were students of color](#). Roughly 40-45 different states are typically represented in our freshman class. Historically, nearly 30 faiths are represented in our entering freshman class, with approximately 60% reporting being Catholic.

Finally, between 75% and 80% of our enrolling freshman students have been actively involved in [service work in their high school](#) and prior to coming to Creighton.

Over the past 8 years, Creighton has experienced an overall increase in the number of students of color enrolled both in undergraduate and graduate programs. In 2009, 17.6% of the undergraduate and graduate enrollment were students of color. In 2016, 24% of the overall student population was composed of students of color.

A review of the Undergraduate and Graduate Enrollment Profiles over the past 10 years substantiates that the University has a history of attracting a diverse student population who want to be challenged to make positive changes in a global community while being guided by principles of ethical learning, service to others, the search for truth, and faith that does justice.

As described in the [Student Handbook](#) and detailed in Criterion 3.D., Creighton offers many resources to support and guide students in their growth, both academically and personally.

1.A.3.

Mission drives institutional planning and budgeting processes. Creighton University's institutional planning is an on-going, iterative process (Criterion 5.C. details this process). Despite three presidential transitions since 2006, the inextricable link guiding all planning processes is the centrality of mission when making decisions regarding the allocation of human, physical, and fiscal resources. During the tenure of President John P. Schlegel, S.J., Ph.D., the vision that "Creighton University will be a national leader in preparing students in a faith-based setting for responsible leadership, professional distinction, and committed citizenship" was the foundation of the strategic plan. Mission-based strategic initiatives included: enriching and advancing Creighton's Catholic and Jesuit identity by transforming undergraduate, graduate and professional education to holistically develop students; conducting scholarly activities that inform teaching; and addressing societal problems.

In 2012, under the direction of President Timothy R. Lannon, S.J., the University initiated a planning process based on a "One Creighton: Make a Better World" vision "to sustain Creighton University and enhance our ability to prepare students to make this world better."

President Daniel S. Hendrickson, S.J., Ph.D., began his tenure in July 2015, succeeding interim

President J. Chris Bradberry, Pharm.D. In October 2015, the campus community embarked on a mission-driven, all-university [Examen process](#). The Examen is an Ignatian exercise designed to encourage contemplation of the ways in which each college, school, and department has enhanced Creighton's mission and the initiatives to help propel the University forward. Building on themes identified in previous planning initiatives, the [University's current planning process'--"Mobilizing Tradition for Innovation"](#)-- is designed to "sharpen the themes of mission enhancement, academic excellence, campus environment, international outreach, and stewardship of resources, as well as the processes by which we [Creighton] plan for the future as a Jesuit University that prides its sense of community and its mission as Catholic and Jesuit."

The [Examen process outcomes](#) were presented to the Creighton Community on August 24, 2016. A consistent finding in the report was best characterized as: "The Catholic, Jesuit Character of the Mission is Creighton's shared belief across the various schools and divisions that Jesuit education transforms lives; our students become agents of change and many work for justice." With that being said, the report also reinforced that "institutional planning must flow from the best practices of Ignatian discernment; Ignatian practices and values have to be central to decision-making processes." While the initial review indicated areas for growth in both knowledge and implementation, the data give evidence of the value of service for and with others, and advocacy for justice by all schools and colleges.

Over the past 10 years, the University has more deliberately aligned the budget, financial operations, and gifts administration with the mission. An example includes the development of a [Capital Project Prioritization Matrix](#) to rank priorities for capital spending. The Matrix integrates mission-centric characteristics into five of the seven criteria used to rank the priority for capital spending.

Sources

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- PRES_Declarationof Mutual Purpose_2-8-2017
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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1.

Creighton University's [Mission Statement](#) is publicly articulated through a variety of outlets for internal and external audiences. It is available to all members of the Creighton community, as well as to the public, via the University website. While the website is a very public display of our mission and values, the [University Undergraduate Catalog](#), [Graduate Catalog](#), [Faculty Handbook](#), [Employee Handbook](#), and [University Student Handbook](#) also prominently feature the mission. Each College/School and non-academic department's mission flows from, and is consistent with, the Creighton mission.

Banners throughout campus, photographs, artwork and stories depicting the history of Jesuit universities emphasize the Ignatian values that underlie the mission. Sculptures, such as the statue of St. Ignatius, and, most recently, "[The Flame](#)," represent Jesuit values. The "All Things Ignatian" event illuminates mission through research and service poster presentations by the campus community. The Creighton Pathway presented during Welcome Week symbolically links mission with the academic journey students often travel as they begin their career as lifelong learners.

Though Creighton proudly and publicly displays its mission in a variety of artifacts, it is the people and the interactions people have with students and one another that best exemplify how Creighton lives the mission. The Creighton community shares a singular passion for making positive changes in the world. As one 2016 graduate states: "Creighton has a reputation as an elite university. But the [Jesuit teachings](#) set Creighton further apart. Creighton teaches students more than what a regular college education provides because it instills values and an energy to go out and set the world on fire."

1.B.2.

Creighton is a Catholic, Jesuit, comprehensive university known for quality, value-centered undergraduate, graduate, and professional education, health care delivery, service and community outreach. It is also an intellectual center for Catholic thought and dialogue. Creighton's mission continues to be current, relevant, and reflects 450-year-old core [Ignatian values](#).

The Jesuit core values exist within the context of Creighton's primary ministry of education as set forth by St. Ignatius and the Jesuit Community. At Creighton University, education is synonymous

with formation. Curricular, co-curricular, extracurricular, experiential and community-based living-learning experiences are intentionally developed to holistically transform students to be men and women for and with others. To this end, Creighton's academic excellence is recognized both regionally and nationally. Since 2003, Creighton has earned the #1 ranking in [*U.S. News & World Report* magazine's college rankings for Midwest Regional Universities](#).

While external recognition for academics is a benchmark of achievement, the academic footprint Creighton wishes to leave is one that speaks to preparing "leaders who want to be something larger than yourselves; to want to make the world a better place" (Fr. Hendrickson's Pathway Speech, 2015). Accomplishing this legacy requires learning outcomes and a rigorous curriculum grounded in Jesuit pedagogy. That said, the most significant achievement over the past 10 years, was the implementation of a rigorous undergraduate [Magis Core Curriculum \(Magis Core\)](#) that actively engages students in critical reflection regarding the nature of reality, human life, one's moral obligation, social justice, and diversity. Though the Magis Core is designed for undergraduate students, the learning outcomes, classroom, fieldwork, practicum/internship experiences associated with the graduate and professional schools build on the same Jesuit pedagogy of context, experience, reflection, action, and evaluation.

Creighton's mission underscores the dual identity as being both Catholic and Jesuit. As Catholic, the University aligns with the living institution of the Catholic Church and its intellectual tradition which is dedicated to the "pursuit of truth in all its forms." Consistent with its Jesuit identity, the mission is grounded in the Ignatian values of Magis, Finding God in All Things, Cura Personalis (personal care of each individual), Forming Women and Men for and with Others, and Advocating for Justice. This dual identity is articulated in [six university-level outcomes](#), common to all undergraduate, graduate, and professional students' experiences. These outcomes, in turn, drive the [Ignatian paradigm](#) to the teacher-learner relationship at Creighton. Creighton espouses that the faculty's primary role is to facilitate the growing relationship of the learner with truth, particularly in the matter of the subject being studied under the guiding influence of the teacher. The teacher creates the conditions, lays the foundations and provides the opportunities for the continual interplay of the student's experience, reflection, and action to occur. These actions continually interplay with context and evaluation to complete the pedagogical model of Ignatian education. This pedagogical model fosters the quest for knowledge and truth in all academic programs and curricula. The Mission enhances scholarship and teaching of the liberal arts, natural sciences, the fine arts and offers a "fundamental hospitality to the balanced integration of faith and reason."

As a Catholic, Jesuit educational institution, the importance of the spiritual dimension of humans is stressed across all aspects of the Creighton experience and manifested through the annual Mass of the Holy Spirit and an interfaith service to celebrate the common call of all faith traditions. Lay and ordained chaplains in the various Colleges and Schools, as well as a wide array of retreat and liturgical opportunities, support and foster an active prayer life, a deeper conversation and relationship with our Lord Jesus Christ. Service and justice trips, advocacy training for justice, and immersion opportunities among the marginalized in Omaha and the larger world are offered in a context of prayer, reflection, and growing self-awareness. The Student Life division, collaborating with the staff of Campus Ministry and the [Schlegel Center for Service and Justice \(SCSJ\)](#), provides Ignatian leadership training across the undergraduate schools for campus leaders. Jesuit priests and brothers serve as members of the Board of Trustees; faculty and administrators; residence hall, hospital, and professional school chaplains; as well as pastor to St. John's Parish on campus. Lay ministers and ordained chaplains of other Christian faiths also serve in Campus Ministry and as faculty and administrators.

Inherent in the mission and embedded within the Jesuit core values is Creighton's promise to the global community of a commitment to integrating education, service, and faith for the betterment of

society. To this end, [Creighton invites all members of the community to engage in community-based service and service-learning activities](#). The SCSJ and University Ministry coordinate service experiences that target marginalized, vulnerable populations. The Office of Academic Excellence and Assessment (AEA) publishes a monthly e-newsletter, [Update on Service-Learning](#), to inform the Creighton community of potential service-learning opportunities. The newsletter highlights existing service-learning initiatives and campus resources.

1.B.3.

While Creighton proudly displays its mission and core values for the public on its website, the University also makes visible to other constituents the manner in which the University lives the mission and core values. The mission is communicated in many forms; the University's Communication and Marketing Department (UCOMM) serves as the main vehicle for sharing information about programs, services, and accomplishments that highlight the mission. All publications speak to the centrality of mission and core values.

[UCOMM designs a number of electronic and printed publications specific to various constituencies, such as: Faculty and Staff; Alumni; Parents and Students; and government and community leaders.](#) Further, UCOMM supports the construction and publication of all recruitment materials and works closely with all Schools and Colleges to ensure that information disseminated to potential students and families accurately reflects the academic and support services offered to students, as well as reinforces Creighton's commitment to a Catholic, Jesuit education.

Sources

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- AEA_Updates on Service-LearningNewletters_2016
- IR_Rankings and Reviews_2017
- MagisCore_Magis Core Curriculum Plan_4-9-2013
- MM_Jesuit Teachings-America Mag_5-9-2016
- MM_The Flame_3-8-2017
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- SCSJ_Schlegel Ctr ServJustice Infograph_2-14-2017
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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

Creighton University's mission, expressing its participation in the "tradition of the Society of Jesus," "provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ" and a core belief in "the inalienable worth of each individual." In "appreciation of ethnic and cultural diversity," the mission statement informs its relationship to a multicultural society. The University's Diversity and Inclusion Policy, issued in 2013, operationalizes the commitment to advancing diversity both within the Creighton community and to society at large. The [Diversity and Inclusion Policy](#), coupled with the [Non-Discrimination Statement](#), serves as the foundation for academic, and co-curricular offerings, outreach endeavors as well as admissions, hiring, and promotion policies.

The Hiring for Mission project, initiated in 2014, was designed to develop and implement plans to provide new faculty and staff an opportunity to understand and contribute to the University's mission. The Diversity Leadership Project team partnered with the Hiring for Mission team to develop web content and a [tool-kit](#) for hiring for mission and diversity. Moreover, once newly hired employees are on-boarded, there is a solid commitment to the education of the University's mission through ongoing professional development.

In May 2016, a Presidential Diversity Commission was formed to increase awareness of diversity at Creighton, advise on recruitment and retention of a diverse faculty, staff, and student body, and advocate issues of diversity for the entire campus community, while reimaging offices in a collaborative and creative manner. On October 4, 2016 at an [all-university panel on race relations](#), Father Hendrickson announced initiating a search for a diversity officer to provide leadership on diversity initiatives. While the Commission's work is now complete, it resulted in the acknowledgement of the need for a diversity officer, as well as the selection of an executive firm to assist with this search. The Commission also established diversity and inclusion as an important goal in University strategic planning efforts.

Academic Role addressing a Multicultural Society

The University's undergraduate core curriculum (See 4.B.) explicitly addresses diversity and multiculturalism. The Magis Core curriculum includes required courses on critical issues in human inquiry where students encounter and are asked to grapple intellectually with questions of diversity, social justice, and values.

In addition to the [Magis Core Curriculum](#) required for all undergraduate students, several other academic and on-campus programs reflect the importance of diversity as a priority. Majors in Spanish and Hispanic Studies, Cultural Anthropology, American Studies, and minors in Native American

Studies, Black Studies, Women's and Gender Studies, and Asian Studies represent the importance and integration of multiculturalism through teaching and learning. Nursing's population health course emphasizes cultural, geographic, socio-economic, and other variables impacting the vulnerability of diverse populations across the continuum of health care.

While the University Mission does not specifically include terms related to international education, a commitment to the global community is understood as integral to its daily life. The Mission states that "Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world." Knowledge of world issues and interdependence and interest in current events, functional foreign language ability, and cultural empathy, are cultivated through multiple curricular, co-curricular, experiential, and service-learning initiatives.

International academic and co-curricular opportunities exist for students to pursue an understanding of the global community. The University's study abroad program consists of 5 [study abroad opportunities](#): Encuentro Dominicano, Faculty-Led Programs Abroad (FLPA), Exchange Programs, Affiliate Programs, and Associate Programs. FLPA programs traditionally take place in summers and have grown from 9 programs / 110 students per year in 2008 to 18 programs / 250 students per year in 2015. The number of students participating in semester-long, full-time credit bearing programs abroad has increased from 120 in 2008 to 333 in 2015.

Despite limited availability of scholarships for international students and the fluctuating world economy, enrollment of international students has grown from 115 in 2008 to 223 in 2015. The Intensive English Language Institute (IELI) serves international students who must improve their language proficiency before beginning their academic careers. Enrollment in IELI has remained consistent over the past 8 years with 26 students per term. A decline in the number of international students enrolling into our undergraduate programs after completion of the IELI program led Creighton to apply for specialized accreditation from the Commission on English Language Program Accreditation (CEA). The accreditation visit took place in October 2016 and the University is awaiting the results. Additionally, the curriculum has been adapted to provide an academic bridge program that facilitates advanced enrollment in academic programs.

The presence of international visiting scholars and students on campus is crucial to fostering a strong world view. The University participates as a designated sponsor in the U.S. Department of State's Exchange Visitor program (Visiting Scholars Program). Colleges and schools are encouraged to collaborate with other countries in order to invite and recruit visiting scholars to the University. The number of visiting scholars has grown from an average of 30 in 2008 to 90 in 2015, mostly in the health sciences. This represents a 200% increase in a 7-year period. Countries represented include Canada, Tajikistan, India, Croatia, France, Lithuania, Germany, and China, among others.

The growing presence of international students, scholars and study abroad participants reflects broad campus-wide attention to the formation of global citizens. In 2015, to better coordinate, establish resources, and focus on a more diverse audience, the Office of International Programs was re-configured into the Global Engagement Office (GEO). The mission of the GEO to "facilitate campus-wide advocacy, support and implement the University's goals for international education and exchange as members of an increasingly complex global society" is consistent with Creighton's mission to provide "an integrating vision of the world." The GEO is committed to developing engaged, informed, and culturally competent, critical thinkers through diverse curricular and co-curricular programming that emphasizes cultural immersion, reflection, and experiential learning. In AY16-17, the Global Initiative allocated approximately \$1.5 million dollars in grant funds to 30 global projects.

1.C.2

Subsequent to the last HLC accreditation visit, University strategic planning initiatives have addressed diversity. The [2003](#) and [2008](#) plans contain specific goals and strategic initiatives that recognize the importance of supporting a diverse community for faculty, staff and students.

Creighton has an infrastructure to support a diverse and inclusive environment for the campus community. This includes: university offices (e.g., Equity and Inclusion); centers (e.g., Educational Opportunity Programs); and committees (e.g., Committee on Status of Women). Creighton University is deliberate and strategic in its efforts to ensure that the faculty, staff, and student communities represent diverse gender, racial-ethnic, and culturally diverse populations. These efforts reflect a shared sense of responsibility for fostering diversity on our campus.

Sources

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1.

Creighton University's identity, as both Catholic and Jesuit, mandates that its educational, service, research and scholarship obligations "contribute to the betterment of society...stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world." The breadth and depth of Creighton's commitment to the public is evidenced in curricula that are guided by principles of ethical living, service to others, the search for truth and a passion for justice. Co-curricular and extracurricular experiences provide the lifelong foundation for meaningful engagement with a global society.

Though Creighton's commitment to the public good is a natural part of its missional ethos, external benchmarks measure Creighton's contribution: Creighton University is ranked No. 3 in the Best Master's Universities category in the [2015 Washington Monthly College Rankings](#) for its contributions to society, civic engagement, research and social mobility.

High school counselors' recognition of student engagement is one factor that earned Creighton a dedicated profile on [Colleges of Distinction](#). Creighton's commitment to sustainability is evident in that it is the first Catholic, Jesuit University to achieve [Fair Trade status](#) (i.e., integrating Fair Trade principles into the University's administrative policies and daily operations).

Given our missional ethos and the percentage of students entering Creighton with a strong service ethic, Creighton monitors the level of its community engagement as well as the impact of this engagement on local, national, and international communities. The University collects data on such initiatives, partnerships, volunteer service and service learning activities and accomplishments and publicly reports on these activities (e.g., [Year in Review](#), [Economic Impact Report](#), Partnerships,). These resources provide the public with a snapshot of the breadth and depth of Creighton's dedication to contributing "to the betterment of society."

1.D.2.

Article I of the [Bylaws of Creighton University](#) clearly articulates that "Creighton University is a corporation organized under the laws of the State of Nebraska primarily for educational purposes." Consistent with the Bylaws, Creighton is "dedicated to the service of its immediate community, the service of the nation, and the service of the world at large. The University fulfills its corporate

purposes and carries out these dedications by means appropriate to a university in our society, that is, through teaching and research, and by the discovery, preservation, and communication of knowledge. The University, therefore, and its Trustees in its behalf, recognize and accept three primary responsibilities: that of teaching, research, and community service.” To this end, [the University allocates 60% of its budget to the academic enterprise](#).

Creighton’s [Conflict of Interest policies](#) protect the best interests of the University and require the disclosure, review and management of relationships with potential to compromise the integrity of Creighton’s primary mission. With respect to generating financial returns for investors, contributing to a related or parent organization, or supporting external interests, the University has no fiduciary duty as such.

1.D.3.

Creighton’s Jesuit educational mission and its obligation to societal needs were concisely stated by Fr. Schlegel, during his last Baccalaureate Mass Homily as President, “If Jesuit education means anything... it means being dedicated to mediate change, to read the signs of the times, to do something about transforming society. We educate for leadership and for service... This education is radically hopeful, future-oriented and empowering. But it takes women and men of hope and courage to give it life and make a difference.” Many collaborative partnerships highlight our commitment to the Ignatian values of caring for people, seeking justice, working towards the greater good, and serving others for the greater glory of God. The following exemplars highlight our efforts, locally, regionally, nationally, and internationally:

- The [Schlegel Center for Service and Justice \(SCSJ\)](#) was formed in 1995. The Center’s mission is to promote and encourage the building of communities of faith, service, solidarity and justice. The Center provides opportunities for students to serve vulnerable populations, while educating the Creighton community on causes of domestic and international poverty. It also supports students in public policy advocacy efforts and forms leaders for service and justice (e.g., “[Ignatian Advocacy and Ignatian Family Teach-In for Justice](#)”).
 - The SCSJ supports multiple opportunities for service to the local community. These opportunities include [weekly service activities](#) to homeless shelters and some after-school programs where Creighton students take part in such activities as tutoring and mentoring local refugees. As part of the Creighton Global Initiative, students serve as liaisons between the Creighton community and local refugee resettlement and assistance agencies. In collaboration with the Office of Interprofessional Scholarship, Service and Education (OISSE) and a university-wide Project Homeless Connect committee, Creighton hosts [Project Homeless Connect](#). This one-day event serves over 500 people experiencing homelessness with services including housing, healthcare, haircuts, and legal resources.
 - At regional and national levels, SCSJ coordinates and supports fall and spring break service and justice trips to over 20 states. To make trips more accessible to students, the SCSJ subsidizes the cost for students. In addition to trip subsidies, the SCSJ offers significant leadership and need-based scholarships. Recently, SCSJ awarded \$25,015 in scholarships to trip coordinators and participants. Trip subsidies and scholarships come from fundraising efforts such as the Creighton- sponsored Soup Luncheon and the generosity of donors.
 - In preparing students for service beyond graduation, the SCSJ counsels students on post-graduate volunteer opportunities. Programs such as Jesuit Volunteer Corps, Magis Teaching Corps, and Peace Corps provide post-graduate volunteer opportunities.

- The [Magis Clinic](#) is a student-run, free medical clinic. Founded in 2004, the Clinic provides quality and compassionate healthcare to homeless people and underserved in Omaha with assistance from local partners.
- The [Porto Urgent Care Clinic](#), which opened in 2009, offers a holistic and interprofessional approach to healthcare for the underserved, uninsured, and underinsured in the Omaha Community. In 2015, the Clinic served more than 900 patients.
- The [Abrahams Legal Clinic](#) is a civil practice clinic that provides free legal assistance to low-income residents of Douglas County, Nebraska. The clinic operates as a small law firm at the School of Law and is staffed by law students. Collectively, from 2011-2016, the Clinic logged nearly 8000 intakes and/or open cases.
- The [Institute for Latin American Concern \(ILAC\)](#) is an international, Catholic, Ignatian-inspired, collaborative health care and educational organization that exists to promote the integral well-being and spiritual growth of all participants. The first group of Creighton students traveled to the Dominican Republic for the Summer Program in 1977. Since then, the ILAC Mission has grown considerably. Creighton ILAC hosts 23+ groups, in multidisciplinary teams of 60-70 students, annually to serve and learn in the Dominican Republic and has developed relationships with Dominican community partners and organizations, while investing in infrastructural improvements at the ILAC Center (e.g., replacement of the electrical grid system supplying power to the ILAC Center Campus and new technology and data wiring for the electronic medical records system).

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Creighton University's mission is clear, articulated publicly, and strategically drives all educational, service and scholarly pursuits. The University's missional ethos is grounded in its dual identity as Catholic and Jesuit. To this end, it is dedicated to the "pursuit of truth...guided by the living tradition of the Catholic Church" and to providing an "integrating vision of the world that arises out of a knowledge and love of Jesus Christ". The mission is promulgated in its curricula, co-curricular and extracurricular activities, and experiential and community-based service learning experiences all of which serve to transform men and women for and with others and create agents of change within the context of a global society. Creighton's promise and missional obligation to integrate education, service, inquiry, and faith for the betterment of society is also exemplified by its extensive engagement with diverse internal and external communities of interest, both locally and globally.

Sources

There are no sources.