



Creighton University

Mission Priority Examen Self-Study Report

November 2022

Creighton University's Mission Statement

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

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

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

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

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INSTITUTIONAL INFORMATION

Creighton University

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EXECUTIVE SUMMARY

Since our January 2018 Mission Priority Examen (MPE), Creighton University has intentionally pursued six identified mission priorities:

- Deep formation of faculty, staff, administration, and the Board of Trustees
- Formation of all faculty, relevant staff and administration and students in Catholic Social Teaching
- Deepening the relationship between humanities and the arts and all other subject fields
- Hiring and selecting faculty, staff, and board for mission and diversity
- Integrating our global collaborative focus with a “glocal” (global in the local and local in the global) approach to service learning in all schools and through all disciplines
- Deepening our university project of totally collaborative health science learning and delivery

In light of our pursuit of these priorities and of our contemporary context, we focused this Mission Priority Examen on three of the seven characteristics: Characteristic 2: The Academic Life; Characteristic 3: The Pursuit of Faith, Justice, and Reconciliation; and Characteristic 4: Promoting an Ignatian Campus Culture; and discerned five priorities for sustaining and strengthening Creighton’s Jesuit, Catholic mission in the coming years:

Priority I: Forming Faculty, Staff, Administrators and Trustees

The vitality of our mission depends deeply on the contributions of members throughout the Creighton community, notably our faculty, staff, administrators, and trustees. Therefore, we believe it imperative to continue prioritizing the formation of companions in the Ignatian Tradition, focusing on breadth and depth, emphasizing engagement of head and heart, incorporating experiential components that invite awareness and accompaniment of people at society’s margins, and deepening understanding of the Catholic Intellectual Tradition.

Priority II: Fostering Belonging

As a Jesuit, Catholic institution, it is incumbent upon us to increasingly foster a community that coheres with God’s vision for humanity, that honors the inherent dignity of all as children of God and is marked by care, mutuality, and a shared sense of belonging. Creighton’s prioritization of equity, diversity, and inclusion (EDI) reflects our mission. In turn, we commit to bolstering the recruitment of and ongoing support for an increasingly diverse faculty, staff, and student body; forming leadership in core principles of EDI; developing curriculum and research endeavors that reflect diversity and are grounded in inclusive best practice; and advancing understanding of intersectionality.

Priority III: Engaging the World

From its inception, the Society of Jesus has served the mission of the Catholic Church through intentional participation in the world, notably at the frontiers – internal and external, literal and metaphorical. Stewards of the Jesuit mission, we at Creighton University are similarly called to animate a faith that does justice, called to foster relationships of mutuality and compassion and to co-labor in the transformation of unjust structures toward the creation of a more caring, just, reconciled, and sustainable world. The realities that mark our contemporary context compel us – in light of this Examen and in pursuit of the *magis* – to discern the specific ways in which Creighton may ever more fully engage the world through a faith that does justice and resolutely pursue such engagement.

Priority IV: Emphasizing the Catholic Intellectual Tradition

Creighton University's Catholic identity lies at the core of our mission; as such, the Catholic Intellectual Tradition undergirds our way of proceeding. It promotes a valuing of the humanities and arts, invites deep consideration of reality, supports engaging grand questions and divergent views, seeks to foster human flourishing, and calls for the construction of a more just world. Honoring the centrality and import of the Catholic Intellectual Tradition, of which Catholic Social Teaching is an important part, we will develop and promote programs and structures that include formative experiences, reflection, research, publishing, and course development to intentionally underscore the Catholic Intellectual Tradition.

Priority V: Sustaining Mission

To best support and sustain strategic, pervasive, and vibrant animation of Creighton's mission, we are dedicated to pursuing essential systems and structures that support a shared understanding of our mission, values, and priorities; providing a comprehensive overview of mission-driven efforts throughout the university, including fundamental assessment of such efforts; and fostering conditions that promote authentic discernment when decisions by university leadership and others throughout Creighton appropriately call for such an approach.

PROGRESS ON PREVIOUS JESUIT MISSION PRIORITIES

The following provides a summary of Creighton's work towards each of the six mission priorities identified through the university's 2018 Mission Priority Examen; a more thorough analysis can be found in later in this report in the Input section that explores each of the characteristics.

Priority I: Faculty/Staff/Administrator/Board of Trustee deep formation

Creighton is committed to providing opportunities for individuals to participate in a variety of formation opportunities that deepen understanding of and commitment to our Ignatian mission and tradition. Such opportunities are tiered, consisting of initiatives that can be completed at various stages in one's mission formation (See Appendix A for the "Connect to the Creighton Mission" brochure detailing mission formation opportunities for faculty and staff). They range from preliminary introduction like the yearlong, small group-based Newcomer Orientation Valuing Ignatian and Creighton Engagement (NOVICE) program for new faculty and staff to deeper Ignatian experiences for both faculty (e.g., Faculty Seminar on Jesuit Higher Education) and staff (e.g., Creighton Colleagues Program) to personal formation opportunities like individual and group experiences of the Spiritual Exercises of St. Ignatius of Loyola.

Established in pursuit of this priority, the NOVICE program is a year-long experience that introduces and guides participants to explore Creighton's Jesuit history, values, and mission. It is coordinated and implemented by the Office of the Vice President for Mission and Ministry. The program is open each year to all new faculty, staff, and administrators; it is highly encouraged across the university but not required. Since the spring of 2020 the program is entirely online in order to unite employees at various locations (i.e., Dominican Republic, Phoenix, Omaha, and remote employees). Each month the participants asynchronously engage in approximately two hours' worth of videos, readings, and podcasts; participants then write a short reflection in response as preparation for a one-hour synchronous conversation with other participants, which is led by the NOVICE facilitator. (See Appendix B for an overview of the program content.)

2021-2022 was the first year of keeping data on the effectiveness of the NOVICE program; based on pre- and post-assessment results, NOVICE participants reported noticeable growth in the following areas:

- Knowledge about Creighton history, structure, and leadership,
- Connections to other colleagues across the institution
- Knowledge of Jesuit charisms and values
- Knowledge of the Universal Apostolic Preferences of the Society of Jesus

Further, before beginning the NOVICE program, 20% of participants responded feeling "extremely familiar" or "moderately familiar" with Creighton's Jesuit Catholic mission, and the history of the institution. After completing NOVICE, 100% of participants responded feeling "extremely familiar" or "moderately familiar" with Creighton's Jesuit Catholic mission.

An area of growth for the NOVICE program is consistent encouragement from Deans, Vice Presidents, supervisors and managers, which might increase participation rates. Additionally, as successful as the NOVICE program has been for educating and forming Creighton employees for the Jesuit Catholic mission, there are opportunities for similar formation initiatives to meet the unique needs of specific categories of employees. For example, categories of employees that have not been well-served by NOVICE include non-Omaha based employees, part-time employees, and those involved in clinicals and rotations, whose demanding schedules do not always allow for regular participation during the workday. Similarly, Medical School Residents have not been served well by the year-long commitment required by NOVICE. Beyond broadening engagement and providing mission formation opportunities that meet the needs of faculty and staff throughout Creighton, mission formation could be improved through strengthening assessment of all offerings, helping us to better understand impact and discern how best to spend energy and effort in engaging the essential work of mission formation.

Priority II: Formation of all faculty, relevant staff and administration and students in Catholic Social Teaching

Our institutional commitment to intentionally forming individuals in Catholic Social Teaching (CST) is evidenced in a variety of ways. Students are formed in Catholic Social Teaching primarily through their academic courses, including service-learning courses, as well as immersive service and justice experiences, all of which are detailed later in the report. Faculty, staff, and administrators have access to formation programming that, as the Creighton mission brochure included in Appendix A explains, our mission formation focuses on “faith that does justice and engages reconciliation and Catholic Social Teaching.” This formation consists of initiatives that are completed sequentially at various stages or levels.

“Level 1: Introduction” is for employees new to Creighton or just beginning their formation in CST. This level includes the NOVICE program as well as four different Local Community Orientations that are offered each semester for faculty, staff, and administrators. Orientations include a site visit and discussion with a facilitator, site personnel, and fellow participants. Discussion includes how the quest for justice locally relates to Catholic Social Teaching. The four focuses are North Omaha: Context and Connections; South Omaha: A Dynamic Immigrant Community; Climate Change: Faith, Hope, and Action; and Journey to Omaha: Exploring the Refugee Experience.

“Level 2: Deepening” is more comprehensive than Level 1 with longer-term seminars and courses, community development, book studies, and multi-day retreats; participants typically produce a short project in response to the experience. For Catholic Social Teaching specifically, Level 2 includes “Catholic Social Teaching: A Lunchtime Seminar” and “Catholic Social Teaching Seminar I.” Here, participants focus on core principles of CST and apply them to their academic discipline or interest. “Level 3: Mastery” usually involves research opportunities, course developments, and more developed projects as well as a more significant time commitment. This level includes “Catholic Social Teaching Faculty Seminar II” where participants focus on a specific topic or concern of CST and requires a commitment to publish an article or book

chapter. Collectively, this programming is a solid response to our commitment to form our community in Catholic Social Teaching. Creighton is prioritizing sustaining and enhancing this type of programming for mission (Priority V: Sustaining Mission) to continue deepening and broadening the impact of CST on the University.

Priority III: Deepening the relationship between humanities and the arts and all other subject fields

Incorporating the humanities and arts within the various areas of study is a fundamental component of both undergraduate and graduate study at Creighton. Introduced in 2013 and revised in 2022, the Magis Core Curriculum outlines 35 credit hours of humanities and liberal arts courses for students in the three undergraduate colleges: the Heider College of Business (HCB), the Creighton College of Arts and Sciences (CCAS), and the College of Nursing. The HCB encourages a Kingfisher Concentration as part of students' undergraduate business major. Students earn this concentration on their transcript by taking at least nine elective credits in the same academic area through CCAS. HCB students can then take an additional nine credits in the same area to earn a minor degree through CCAS.

The Kingfisher Concentration is linked with the Kingfisher Institute. Inaugurated in 2019, Creighton's Kingfisher Institute was founded on a bold vision for the future of higher education, with a particular focus on Jesuit and Catholic higher education. The Magis Core Curriculum and the Kingfisher Concentrations align well with the mission and work of the Kingfisher Institute for the Liberal Arts and Professions, inaugurated in 2019 to work with Creighton's nine colleges and schools. The Kingfisher Institute was founded on a bold vision for the future of higher education with a particular focus on Jesuit and Catholic higher education. The liberal arts and professional education complement and reinforce one another, enabling integrated learning and understanding. Our global society needs Creighton graduates, formed in this mindset, who can address complex challenges with human-centered responses. The Institute's Mission is "Transcendent Perspectives for Transcendent Problems." The Kingfisher's Vision is "Humanities for the 21st Century: Uniting Head, Heart and Hands."

Emblematic of the relationship fostered between professional education and the humanities, Creighton's Medical School boasts a new Department of Medical Humanities that supports the Medical School's requirement that all students enroll in 46 credit hours of courses in ethics and the humanities in their first two years of medical school in both Phoenix and Omaha.

Priority IV: Hiring and Selecting Faculty, Staff and Board for Mission and Diversity

Since the January 2018 Mission Priority Examen, several changes have occurred to bolster our equity, diversity and inclusion (EDI) reporting structure, resources, and programming, changes that are detailed below in the discussion of Characteristic 3. The structures instituted throughout various academic units, ranging from task forces to standing committees to personnel with specific responsibility for EDI efforts – are instrumental in supporting Creighton's commitment to attract, recruit, select, and retain faculty and staff talent that represents varied racial and cultural backgrounds. The table below provides a modest snapshot of university faculty and staff employee composition in 2018 and the most recent employment census collected on November 1, 2021.

	Faculty		Staff	
	2018	2021	2018	2021
Persons of Color	9.9%	10.3%	22.8%	24.9%
International	1.6%	1.6%	-	-
White	86.7%	74.6%	76.0%	66.2%
Missing	1.8%	13.5%	1.2%	8.9%

The demographic composition of our employees has remained relatively stable over the last four years. The data is complicated by recent increases of individuals who elect to withhold information that identifies their race. We have a genuine institutional commitment to hiring more diverse candidates and acknowledge that change can be slow. Faculty positions often do not turn over quickly, and many of the traditionally used measures of candidate desirability (e.g., place of study, rank in class) can reinforce other institutional barriers to diversity. As an institution, Creighton is looking to leverage the EDI infrastructure we developed to educate our community. Our aim is to shift the mindset, trusting that actions will follow a shifted mindset, thereby resulting in – among other markers – a workforce that more fully reflects the community and world of which we are a part. Quite simply, we know that representation matters.

Beyond hiring, we also prioritized growing diversity among the Board of Trustees. Recent expansion of the body’s size, from approximately 45 to 50 members, allowed for inclusion of more women and men with diverse racial and cultural backgrounds, including additional Trustees from the United States southwest, representing our newly established campus in Phoenix, Arizona. Additionally, the Board maintains other forms of diversity through the inclusion of Trustee Associates, formative positions specifically reserved for young members of the Society of Jesus, and numerous Advisors, which enhances expertise, perspective, and engagement from both the Jesuit community and external stakeholders.

Priority V: Integrating our Global collaborative focus with a “glocal” approach

With our emphasis on a “glocal” approach, Creighton acknowledges that the notions of local and global, once considered distinctive entities, are inextricably intertwined; local is global, and global is local. Several initiatives demonstrate the university’s efforts aligned with this priority; we briefly detail a few to demonstrate our progress on this priority. The Global Scholars program offers undergraduates the opportunity to complete a minimum of four global experiences during their time at Creighton, as well as participation in a special companion seminar each semester to incorporate global learning into their majors, thus enriching each major with a global perspective. The newly created Arrupe Global Scholars program is a five-year MD and MPH program, which seeks to educate and mentor medical students interested in pursuing careers in global health and health equity. The program, named for Pedro Arrupe, SJ, who was deeply committed to social justice and caring for people living in poverty, seeks to educate servant-leaders in delivering health care with a focus on global health equity and preferential option for the poor, a fundamental tenet of Catholic Social Teaching.

In Phoenix, the St. Vincent de Paul Medical Clinic and Creighton University developed a new collaboration to coordinate and increase access to quality health care for the uninsured while growing skilled medical professionals for the region. The effort seeks to reduce health disparities that disproportionately affect low-income populations and people of color. In Omaha, Creighton faculty, staff, medical residents, and students operate the Magis Clinic in partnership with the Siena Francis House, the area's largest provider of services to houseless people. The Magis Clinic and its partners provide free healthcare and referrals to existing community services. It is the first free medical clinic in Omaha open on Saturdays that treats unhoused men, women, children and the medically uninsured. Services include basic acute primary care consultations and follow-up physical exams, mental health care, STI testing, laboratory services, and pharmaceuticals. Also in Omaha, Creighton partners with Heart Ministry Center to offer the Monen Clinic's medical and dental services, the latter of which includes cleanings, x-rays, extractions, pain alleviation, and fillings.

There are several opportunities to make additional progress on our "glocal" focus areas that extend beyond the aforementioned health sciences initiatives. Recent efforts in Creighton's Law School and Heider College of Business prove promising; these efforts enable us to build connections with the community by providing legal expertise and financial empowerment programming designed to assist individuals experiencing marginalization.

Priority VI: Deepening our university project of totally collaborative health science learning and delivery

Since the last MPE, Creighton has developed pronounced infrastructure to support our goal of totally collaborative health science learning and delivery, underscoring an embodied commitment to promoting *cura personalis* or "care for the whole person."

The Phoenix campus was designed with an emphasis on collaborative health and wellness in mind. All the health sciences disciplines offered in Phoenix – medicine, nursing, occupational therapy, physical therapy, pharmacy and, soon, physician assistant – are integrated into a single building with students, faculty, and staff, which promotes and encourages collaboration. The new Werner Center for Health Sciences in Omaha uses the same model. The facility will bring together medical, nursing, physician assistant, occupational therapy, physical therapy, pharmacy, behavioral health, and other students to train and learn with — and from — each other. Sharing physical space among the varying disciplines facilitates interactions that can lead to educational, intellectual, and hopefully spiritual connections that have not been made previously. By featuring a centralized interdisciplinary simulation center and active group classrooms, we are creating a truly collaborative environment.

Beyond physical spaces, we have developed the Center for Interprofessional Practice, Education and Research (CIPER). One of the first in the nation, CIPER is a catalyst for interprofessional education and practice for both Creighton University and CHI Health, our primary academic health partner. It ensures that students in Creighton's health sciences programs receive an interprofessional education that prepares them to collaborate and share

knowledge with other health care professionals in their future careers. Additionally, our IPE courses and tools are made available to educators, clinicians, and students outside Creighton to support this kind of education around the world.

CURRENT MPE PROCESS

In January 2022, Creighton University President Daniel Hendrickson, in consultation with Eileen Burke-Sullivan, the Vice President for Mission and Ministry at the time, invited a team of university faculty and staff leaders to serve as the Steering Committee for the current MPE process. Steering Committee members then served as the Chairs of Subcommittees for the process. The subcommittees included the data gathering committee, progress assessment committee, examen process committee, examen outcomes analysis committee, writing committee, and hosting committee.

The data gathering committee was tasked with collecting existing data from various sectors of the University, for example, HLC Mission Reports, annual budgets, special project budgets, and surveys, including the University Climate Study. The progress assessment committee evaluated Creighton's initiatives in response to the 2018 Mission Reaffirmation Report. The examen process committee was responsible for organizing and facilitating listening sessions for faculty, staff, and students. Each of these committees provided summaries of the information they gathered to the examen outcomes analysis committee that analyzed and formatted the information for the writing committee to create this document. Additionally, specific information solicited by the writing committee also provided valuable context and insight for the MPE process. The hosting committee was responsible for preparing the agenda and conversations for the external review team on both the Phoenix and Omaha campuses.

The examen process committee introduced the current MPE and self-study process to the campus through a variety of methods. The committee recruited staff and faculty members by contacting the offices of the Vice Presidents, Vice Provosts, and Deans from across the university. Each leader was asked to encourage 2-3 members of their area to register to participate in the MPE. To recruit students on the Omaha campus, the offices of Residential Life, Student Leadership and Involvement Center, Student Success, Athletics, Schlegel Center for Service and Justice, and Campus Ministry were encouraged to share the registration form with students involved in their programming. Additionally, students from various professional schools were also encouraged to register by their respective dean's offices. For the Phoenix campus, the standing CARE group that meets each week served as the participants in the MPE process. This group includes members of all of the departments on the Phoenix campus, both faculty and staff: Medicine, Nursing, Physical Therapy, Occupational Therapy, and Pharmacy.

The MPE listening sessions were organized by the examen process committee. Listening sessions were held on both the Omaha and Phoenix campuses. The processes were identical for each location. Each session was facilitated by an examen process committee member who followed a conversation template developed by the committee. Each session had eight (8) available spots in which participants could register. There was a total of three (3) sessions held for students to participate with an average of seven (7) students attending per session. A total of six (6) sessions were held for staff and faculty with an average of seven (7) participants per session. Facilitators reported that participants found the experience to be very life-giving and prayerful. Many participants expressed a sense of gratitude for the opportunity to be a part of the MPE process.

The examen process committee's prayerful and reflective approach embodied a spirit that was consistent with an Ignatian Examen. Prayer initiated and concluded each listening session, and each included quiet time for structured contemplation. Further, each session was permeated by terms such as "consolation," "desolation," and "discernment" that framed the experience as an Ignatian contemplative spiritual evaluation as opposed to a corporate analytical exercise. The seven "key themes" in Jesuit higher education expressed in "Characteristics of Jesuit Higher Education: A Guide for Mission Reflection" constituted the basis for the prayerful reflection. (See Appendix C for the script.)

Institutional circumstances that strengthened the MPE process included the fact that the examen process committee members who facilitated the listening sessions have extensive experience in Ignatian reflection and the examen process. Additionally, and significantly, the MPE process was supported by senior leadership across the University's divisions, colleges, and schools. This support is uniquely exemplified in but not limited to two processes intentionally instituted to serve Creighton's MPE process: the fall 2022 institution of presidential mission innovation grants, which are detailed later in the report in discussion of Characteristic One, and the marked focus on the MPE during September's Board of Trustees' meeting, a focus that included MPE presentations and discussions in all committees and further engagement in the plenary session.

Lastly, Creighton generally enjoys a high level of "buy-in" to its Jesuit Catholic mission, which motivates community members to contribute to an examen of its mission. The retirement of Eileen Burke-Sullivan, senior mission officer at the outset of the MPE Process, and the onboarding of Cindy Schmearsal in that role during the MPE process presented both challenges and opportunities for the MPE. Circumstances that limited the MPE process were the fact that the University has recently concluded an extensive campus-wide climate survey, resulting in a kind of evaluation fatigue, and the summer and early fall timing of the listening sessions was not ideal for recruiting the widest possible number of faculty, staff, and students to participate.

INPUT ON CHARACTERISTICS

Characteristics of Emphasis

Characteristic 2: Academic Life

Creighton's undergraduate and graduate programs are designed to ground each student in a humanistic intellectual tradition that equips them to reflect on life's significant questions using both reason and faith.

Undergraduate Core Curriculum

The Magis Core Curriculum is the academic cornerstone of a Creighton education for students in all three undergraduate colleges: the Heider College of Business, the Creighton College of Arts and Sciences, and the College of Nursing. The preamble to the curriculum states: "As Catholic, the Magis Core provides a framework to challenge students to pursue truth in all its forms through the living tradition of the Catholic Church. As Jesuit, the Magis Core is deeply rooted in Ignatian values and the Jesuit intellectual tradition, engaging students through intimate learning communities in critical dialogue about the ultimate questions of life." The Magis Core is divided into three tiers of courses: 15 credit hours at "Level 1: Foundations" for early in students' careers; "Level 2: Explorations" requires 17 hours; and 3 hours at "Level 3: Integrations," which invites students to integrate their learning in the Core with their preparation in their academic major, regardless of college.

Every course in the Magis Core must fulfill the "fit to mission" criteria as well as meet specific learning objectives based on Catholic Jesuit educational principles. For example, the Magis Core requires 3 credit hours in a Critical Issues in Human Inquiry course, which includes the learning objective: "Students will explain the concepts of 'service,' 'social justice,' and 'human dignity' as they are understood within the Catholic and Jesuit traditions, and how they are influenced by systems of social differentiation and by relative power and privilege." The Core also requires 3 credit hours in The Christian Tradition where students "will identify and/or discuss the fundamental teachings, history, and practices of Christianity" as well as Catholicism, and they "will identify and/or describe the key elements of the Jesuit theological tradition, including its historical foundation, its spirituality, and its social engagement."

The College of Arts and Sciences augments the Magis Core with an additional 17 required credits in a variety of academic areas. Similarly, the Heider College of Business (HCB) launched the Heider Mindset Curriculum in 2020, which combines the Magis Core and its Business Core to emphasize six mindsets based in the Jesuit and Catholic mission of the University and HCB. The six mindsets that form the curriculum are:

- Analytical: To become rigorous thinkers
- Cross-Cultural: To seek to understand others and their context
- Collaborative: To work well with others
- Action: To take action to bring ideas to life
- Service: To be women and men for and with others
- Reflective: To reflect on one's experiences and use it to guide action and purpose

The College of Nursing, in addition to following the Magis Core, includes a number of core academic requirements unique to nursing. For example, Ignatian pedagogy (context–experience–reflection–action–evaluation) is incorporated throughout nursing courses, as is spirituality, beginning with student orientation and continuing throughout clinical and didactic coursework. Students complete weekly reflections indicating how they either participated in or witnessed spiritual care, actively reflecting on how the Jesuit values were present in their weekly activities. Ethics content is also integrated throughout the curriculum.

Graduate and Professional Programs

Creighton’s graduate and professional programs also fulfill the Jesuit and Catholic commitment to a liberal arts and humanistic education for all students. For instance, the School of Pharmacy and Health Professions programs in Occupational Therapy, Pharmacy, and Physical Therapy incorporate the University mission and Ignatian values into the admissions process and reinforce them during orientation. Following orientation, first-year students participate in a professional formation retreat that covers Ignatian Values and reflection. Reflection, *cura personalis*, and service to others are themes that run through the curriculum and co-curriculum. The professional formation course series and the ethics course delve further into ethics, humanities, and reflection.

The School of Medicine selects students with a demonstrated record of basic human service and a resonance with its “Gold Track” program, which includes medical humanities, ethics, leadership, and personal and professional development. Students who choose to pursue the “Physician’s Vocation Program” are asked to engage in spiritual direction and to make a retreat during their third year according to the 19th Annotation form of the Spiritual Exercises. The curricula in the medicine and physician assistant programs were explicitly designed to incorporate at the professional school level the Jesuit, Catholic emphases of the undergraduate Magis Core Curriculum.

Interdisciplinarity

At the undergraduate, graduate, and professional school levels Creighton has worked to provide interdisciplinary opportunities to ensure students are learning in ways that expand their minds and their abilities to engage in careful thought and discernment as they contemplate the role of faith, reason, and morality in their studies and the world. As referenced earlier in the report, the Kingfisher Institute is a new endeavor founded on a bold vision for the future of higher education, and Jesuit and Catholic higher education, in particular.

The Heider College of Business’s undergraduate Kingfisher Concentration encourages undergraduate business students to take at least nine additional courses in CCAS. In addition, Creighton is working to create similar opportunities for graduate and professional students. As noted above, the School of Medicine’s Department of Medical Humanities reflects Creighton’s commitment to the liberal arts as a foundation of the institution’s distinctive education. By including disciplines outside of medicine, the department emphasizes the need for healing that goes beyond the physiological. To provide the training required to bring about such healing, Medical Humanities faculty come from all corners of the university and share the goal of forming well-rounded and empathetic physicians, educated in the liberal arts and driven by Jesuit values. Elective courses offered by the department of Medical Humanities

include: Death, Health and Dickens; Creative Writing Workshop for Future Physicians; Is Race Real? Racialization in Medicine and Science; Childbirth and Social Justice; and Physician's Vocation Program Year 1: Introduction to Ignatian Spirituality in Medicine.

Academic Service-Learning

Since 2020, academic service-learning pedagogy has been included in the Creighton Faculty Handbook as criteria for "demonstration of achievement in teaching." Academic service-learning is also integrated throughout Creighton's Undergraduate and Graduate programs, now with 72 courses recognized with official "AcSL Designation" across all schools. Nearly half of graduating undergraduates have taken a service-learning course, and all students in the School of Dentistry are required to take a designated academic service-learning course. The academic service-learning designation is determined by the Engaged Learning Committee and the Office of Academic Service-Learning, an interdisciplinary team of faculty and community partners that have expertise in the field of academic service-learning. This ensures a clear review process cycle, that basic criteria for AcSL have been met, and that curricula assessment and outcomes have been identified.

Integrated within the disciplinary learning objectives of every course seeking status as an academic service-learning course, these additional objectives specific to academic service-learning would be found:

- Students will integrate learning of disciplinary knowledge, gained through classroom exercises, with experiential knowledge, gained through direct contact with the everyday problems of real people;
- Students will encounter, serve, and form relationships through structured opportunities with individuals and communities that might otherwise remain outside their personal experience;
- Students will develop skills of critical thinking and reflection about self, moral values, and social reality, within the institutional context of commitment to diversity, social justice, and the common good;
- Students will foster the habit of community building and responsible citizenship.

In addition to these courses, several schools have programs that involve community-engaged learning, as well as academic service-learning, such as the Dental School community outreach clinic and the Medical School's Magis Clinic in Omaha and St. Vincent De Paul Medical Clinic in Phoenix. At the School of Law, there will be three clinical learning opportunities for students, two of which were created in the last two years. Our first clinic, which has been operating for nearly 30 years, is the Milton R. Abrahams Legal Clinic, a civil legal practice clinic that provides invaluable experience for our law students—and free legal assistance on civil matters for low-income residents of Douglas County, Nebraska. The clinic, staffed by supervising attorneys and Creighton law students, operates as a small law firm. The clinic takes cases from nearly every area of the law, offering students the opportunity to work with special projects, including the Domestic Violence Project and the Housing Law Project.

The Creighton University School of Law recently added the Juvenile Justice Legal Clinic, which provides opportunities for both classroom learning and real-world experiences for third-year

law students. The student-attorneys provide free legal services for youth with open cases in the Separate Juvenile Court of Douglas County. This is a new grant-funded clinic that will help fill a vital need in the community—dedicated and holistic legal representation for Douglas County youth. This is an important opportunity to live our mission: educating attorneys in the Jesuit tradition of service, ethics, and compassion.

In addition, the School of Law is beginning a low-income bankruptcy clinic that exclusively handles Chapter 7 bankruptcy proceedings for low-income people of Douglas County, Nebraska. Law students will examine social inequities and their own ethical responsibility to render pro bono legal services, and the Clinic provides closely supervised students opportunities to practice law in a professionally competent, ethical, and socially responsible manner consistent with both the local rules and bankruptcy court rules.

Areas for Growth

As successful as Creighton has been in representing the Jesuit and Catholic commitment to a liberal arts and Christian humanistic education, there are opportunities for growth as well. For example, further faculty development across all campuses, colleges, and programs would continue to expand the Jesuit, Catholic ethos in all learning contexts. Specific areas for growth include enhancing pedagogical preparation for service learning, further incorporating Ignatian pedagogy in all courses (e.g. Ignatian Pedagogical Paradigm), relating Catholic Social Teaching and the Catholic Intellectual Tradition to specific academic areas, and development in mapping these values to academic program outcomes.

Characteristic 3: Pursuit of Faith, Justice and Reconciliation

*Our aim is to create a **more intentionally inclusive and just environment** across our University, and **develop a culture that embraces anti-racism and addresses issues of systemic racism** that are so woven into our nation's **historical fabric** and continue to unjustly affect Black Americans **today**.” -Rev. Daniel S. Hendrickson, S.J., Ph.D. September 15, 2020*

Racial Justice

The above statement means that we recognize the impact of race on the everyday experiences of our students, faculty, and staff. More importantly, it calls for the engagement of work to redress the historical impacts of policy and practice and ensure that we engage in work designed to attract, recruit, and retain the best talent to Creighton University. In the next section, we discuss our ongoing – and mission-critical – work since the last MPE to become a *more intentionally inclusive and just* Creighton.

Organizational Structure to Support Equity, Diversity, and Inclusion. Understanding the experiences of Creighton stakeholders and building capacity to grow Creighton’s ability to be an inclusive organization has been a core part of the work over the last five years. To this end, a variety of initiatives have taken place since the last MPE in order to better understand the experiences of students, faculty, and staff at Creighton University. In 2018, the inaugural university executive with oversight of institution-wide diversity initiatives was hired. This development helped foster the creation of task forces and standing committees to develop institutional-level initiatives. (See Appendix D for EDI task force and committee list.)

In 2021, this position was elevated to a Vice President for Equity, Diversity, and Inclusion. To support institutional efforts, individuals working on employee and student equity, diversity, and inclusion initiatives were consolidated to form the Division of Equity, Diversity, and Inclusion. In line with the strategic goals of the university, the core goals of the newly formed division are to attract and retain greater diversity, engage all stakeholders, and assess university efforts to create a more inclusive university for Creighton students, faculty, and staff.

Another important component of changes to organizational structure since the last MPE is a newly created standing committee of Creighton's Board of Trustees. Launched in Fall 2021, the "University Mission, Diversity and Inclusion, and Engagement," is charged with gathering information about the extent to which the university can achieve the core objectives related to creating a more just and equitable society by empowering youth to pursue their discerned professions with these goals in mind. Members of this committee, colloquially known as the Culture Committee, engage in discussions with the leaders of each of the three areas (i.e., Mission and Ministry; Equity, Diversity and Inclusion; Global Engagement) at each meeting of the Board.

Access to a Creighton Education. The lengthy listening process that preceded the 2018 MPE and our ongoing strategic planning processes have identified a deepening concern with the rising cost of a Creighton education. Tuition increases impact the ability of students and families to afford Creighton, especially middle- and low-income families. In addition, these rising costs disproportionately affect racial and ethnic groups and first-generation college students, which works against our efforts to build and sustain a diverse student body that more reflects the community and world of which we are a part. Diversity is further affected when other institutions offer significant scholarships and other financial aid to recruit from the same student population. Therefore, to remain a realistic choice for the students we wish to enroll, Creighton must address the challenges posed by rising costs. As a result of our strategic planning process, we have already recognized affordability as an important challenge along with measures to address this challenge.

- First, a \$650 million Comprehensive Campaign, the largest in the history of Creighton, is underway with the primary focus on building philanthropic support to increase student scholarships and other financial aid through endowed and annual scholarships.
- Second, Creighton will continue its intentional efforts to be responsible stewards of our resources through continuous review of academic, administrative, and operational resources. Savings from these efforts will help moderate tuition increases and fund student scholarships.
- We do note, however, that a perceived need to "do more with less" was a desolation among our faculty and staff that emerged during in preparation for the 2018 MPE and the more recent institution-wide climate study. University leadership must remain attentive to the need to care for our people while also stewarding our resources.

Recent fundraising initiatives provide an opportunity to attract and recruit a more diverse class. Specifically, since the last MPE two new scholarships designed to attract

underrepresented minority students have emerged for undergraduate students. The Union Pacific Diversity Scholars program is a pathway program for entry into corporate careers. This scholarship is a joint effort between Union Pacific and Creighton University and provides for a total of \$25,000 (\$12,500 provided by each institution) to students interested in majors within the Heider College of Business or selected majors in the College of Arts and Sciences. The first cohort of Union Pacific Scholars matriculated in Fall 2020. The program recently admitted the third cohort of undergraduate students and currently serves a total of 23 undergraduate students.

Even more recently, a full-funded scholarship designed to attract underrepresented minority students launched at Creighton. The Next Generation Leaders program provides competitive, full-tuition scholarships for students interested in completing their undergraduate degrees at Creighton. One of the primary aims of the program is to develop the leadership acumen of the students with a focus on inclusive leadership practices. It is important to note that the scholarships are awarded without consideration of the anticipated major of the awardees. Initially, we anticipated having 15 students in the inaugural cohort. However, a total of 32 students matriculated in Fall 2022 as part of the inaugural cohort of Next Generation Leaders.

Hiring for Mission and Equity, Diversity and Inclusion. As noted in the preceding update on our fourth 2018 mission priority, the demographic composition of Creighton employees has remained relatively stable since the last MPE. In Fall 2021, a new Associate Vice President for Human Resources was hired. Since beginning the position, the AVP for Human Resources has pursued development of policies and practices designed to align our recruitment and hiring efforts more fully with both EDI and Mission and Ministry. For instance, diversifying the university's applicant pool is an agreed upon priority across the Divisions of Mission and Ministry; Equity, Diversity, and Inclusion; as well as for Human Resources. To provide support for search committees and hiring managers, the structure of Human Resources has been modified and now utilizes designated recruiters for open positions (i.e., the previous structure relied on Human Resource Generalized rather than those with specialized skillsets). Moreover, the Division of Equity, Diversity, and Inclusion and Human Resources collaborated to develop training for search committees related to best hiring practices, which include diversifying applicant pools and bias reduction techniques. In addition, the College of Arts and Sciences has spearheaded a new hiring initiative designed to attract diverse applicants for several open positions. The cluster hire seeks to attract faculty who are interested in conducting research and/or teaching topics related to Racial Equity and Social Justice.

Curriculum and Pedagogy. To prepare students for success in a world that is becoming increasingly diverse with respect to demographic characteristics, beliefs, and value systems, it is paramount that the education received at Creighton foster essential skills development. A survey of university administrators found that in each of the colleges and schools there is coursework related to racism, identity, social justice, and other topics related to equity, diversity, and inclusion. For instance, the College of Arts and Sciences has 96 courses which address one or more of the aforementioned topics. Moreover, each of the undergraduate colleges have student learning outcomes which examine concepts related to equity, diversity, and inclusion. An examination of the graduate and professional schools finds similar

results. For instance, the Graduate School revised curriculum to embed inclusive readings, artifacts, and assignments in all courses in the Educational Leadership program (EdD). In order to provide resources for faculty, the Center for Teaching and Learning Excellence offers programming to both increase awareness and grow faculty competency in inclusive pedagogy. The School of Law similarly includes in their learning objectives for all law students' cultural competency and the ability to serve diverse populations.

Since the last MPE, several additional changes have led to increases in awareness of the importance of inclusion. This valuable exposure begins immediately upon entry into Creighton. For instance, during Welcome Weekend, every incoming first-year student participates in "Call to Creighton" which is a first step towards perspective taking for our incoming students. Specifically, staff employed in the Division of Equity, Diversity, and Inclusion along with partners from the Division of Student Life meet with students to discuss the importance of dialoguing across difference and they participate in an activity designed to increase their awareness of equity, diversity, and inclusion. Also, during a student's first year at Creighton, members of the Division of Equity, Diversity, and Inclusion attend every section of the Ratio Studiorum Program, Creighton's academic advising and orientation program for freshmen and sophomores, to lead a subsequent session to continue developing skills in perspective taking, awareness, and dialogue. These initiatives are examples of ways to create consistency in the types of pedagogical experiences that are foundational to the core belief of diversity as being an important component of Creighton's mission.

Climate Study. Rankin and Associates served as a consultant for our recent university-wide climate study. Current Creighton students, faculty, staff, and contract employees were asked to provide information about their experiences at the university. Results disseminated in April 2022 provided information that has led to the development of several new initiatives and continuation of existing efforts geared at insuring that Creighton is an inclusive and welcoming space for all members of the community. In general, results confirmed anecdotal reports. That is, for the majority of Creighton's stakeholders, Creighton is characterized by positive experiences inside of classrooms and in the work environment. However, for racial and ethnic minorities, individuals that are not affiliated with a faith tradition, and individuals who identify as LGBTQIA+ report lowered levels of belonging, inclusivity, and increased experiences of exclusion. Findings of the climate study are being used to develop new initiatives related to the communication of the: various work efforts of the university, supports available to members of the university community, and integration between mission and equity, diversity, and inclusion.



Programming. Much of the work over the last year can be categorized as programming. Rather than provide an exhaustive list of EDI programs, we highlight four that demonstrate areas of emphasis which constitute a framework for understanding our ongoing efforts to engage with

Programming. Much of the work over the last year can be categorized as programming. Rather than provide an exhaustive list of EDI programs, we highlight four that demonstrate areas of

emphasis which constitute a framework for understanding our ongoing efforts to engage with students (both prospective and current), faculty, and staff.

Mini-medical School. The creation of mini-medical schools to build a pathway for entrance into the health professions has been launched in both Omaha and Phoenix. Specifically, medical students run programs designed to attract students in elementary school, middle school, and high school. In addition, a separate program is designed to attract women into medicine. The day-long program provides an opportunity for both students and parents to learn about medicine, and the program consists of experiments, panel discussions, and other activities.

EDI Capacity Building. In Fall 2022, university leaders (i.e., President's Council and their designees) began a year-long development process to learn more about the shared equity leadership model. In effect, a core tenant of the program is an affirmation of the responsibility of equity, diversity, and inclusion for each member of our university community. To that end, this program is designed to develop a university mindset around equity, diversity, and inclusion. In addition, participants will receive instruction on a variety of topics related to inclusive management, counteracting bias, and dialoging across differences.

BlueOut. Results from the Creighton Climate Survey revealed a need to provide opportunities for students, faculty, and staff to develop a sense of belonging to the greater campus community. Creighton faculty, staff, and administrators play an important role in creating and fostering a culture of belonging, in which all feel welcome. As a new method for creating a welcoming environment, during the opening weeks of Fall 2022, the inaugural BlueOut initiative was launched. The BlueOut was designed to provide an opportunity for members of the campus to gather informally as a diverse community of colleagues and friends, enjoy an afternoon of fellowship, food, family, and Bluejay soccer. The BlueOut was attended by nearly 1,000 individuals wearing blue "Belong" t-shirts.

Presidential Lecture Series. During Spring 2022, Fr. Hendrickson, the Kingfisher Institute, and the Division of Equity, Diversity, and Inclusion sponsored events in support of the Presidential Lecture Series on Race. The series consisted of four scholars who delivered presentations on the impact of race on a variety of topics ranging from the health professions, institutional structure, literature, and historical fiction. This series was designed to further raise our collective awareness of the work of fostering anti-racist organizations. Though designed primarily as an opportunity for Creighton stakeholders, the use of a Zoom option for each of the speakers provided an opportunity for *university partners, friends, and alumni to participate and engage as well.*

Sustainability

Recent Progress. There has been significant momentum around sustainability since the last MPE report. In 2018, the Creighton Student Union voted and approved initiatives that phased out the use of plastic bags and straws on campus. Creighton submitted its first institutional report to the Sustainability Tracking, Assessment & Rating System (STARS) of the Association for Advancement of Sustainability in Higher Education (AASHE). STARS is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance.

We received a Bronze rating and currently have a goal to obtain STARS Gold rating by 2028 through several initiatives including the development and implementation of a campus sustainability literacy assessment, increasing the number of academic offerings that integrate sustainability-related content, and reduce scope 1 and 2 Greenhouse Gas Emissions by 50% over a 2010 baseline, among others. An additional goal is to publish a concrete plan to achieve carbon neutrality well before 2050.

Environmental and Sustainability Curriculum. As a Jesuit and Catholic institution, we embrace our commitment as to ecological sustainability and offer multiple programs that recognize the critical spiritual dimension inherent to creating and supporting a culture of ecological sustainability.

To that end, our curriculum includes a Bachelor of Science in environmental science (BSEVS). Students explore physical and social sciences through scientific inquiry in the BSEVS program, which provides multidisciplinary science training that prepares them you for employment in an environmental science career or for graduate and professional school.

The program is designed to provide students with (1) an understanding of ecological and climatological issues; (2) an appreciation for the biological aspects of the environment; and (3) knowledge of the historical, political and sociological aspects of environmental issues. The BSEVS program offers three tracks from which students can choose: Global and Environmental Systems Track, the Environmental Science Organismal/Population Ecology Track and the BSEVS Environmental Policy and Society Track. Students also have the option to minor in Environmental Sciences.

Creighton also offers as a sustainability major, where students study a variety of perspectives and gain knowledge, skills, and the ability to problem-solve to recommend and implement sustainable solutions. Students in the program also gain valuable hands-on experience through a sustainability internship. The sustainability degree from Creighton is designed to prepare students to make a more livable future in their communities and around the world.

In addition, the School of Law, in 2021, began offering a concentration in Energy, Environmental, and Sustainability Law. The concentration provides students with a robust opportunity to discern the applicable laws and regulatory regimes that impact access to energy, environmental protection, and climate change issues. In their research and written work, students will explore the moral and ethical challenges presented in this field, including the intersection of race and the environment, balancing climate concerns with access to energy and health, and economic equity.

Finally, to help promote positive change and transform the health and well-being of our communities, Creighton University's offers an online Master of Public Health (MPH). Through the School of Medicine MPH program, students can get an education grounded in the Jesuit values that make up our mission, including caring for the whole person and fighting for the best interests of poor and marginalized populations. The program requires Environmental Health as part of the core curriculum., and

Sustainability Commitment: Sustainable Creighton Initiative. Sustainable Creighton Initiative (SCI) is the culmination of a two-and-a-half-year process involving more than fifty stakeholders and decision makers within and external to the Creighton community. (See Appendix E.) Former Creighton President, Father Schlegel, SJ, signed the American College and University Presidents' Climate Commitment in 2010, committing Creighton to climate neutrality by 2050. Creighton's first Climate Action Plan was published in 2013. The SCI expands upon and updates the 2013 Climate Action Plan. The SCI was created by the Sustainability Governance Committee (SGC).

Father Hendrickson, SJ, PhD, formed the SGC in September 2019 to operate as the administrative authority over sustainability at Creighton University. The SGC is intentionally comprised of leaders from across campus because sustainability is the duty of the entire Creighton community not an isolated department or few passionate individuals.

The implementation of the Sustainable Creighton Initiative is the responsibility of the Sustainability Governance Committee. In 2019, along with the Sustainability Governance Committee, the Climate Change Task Force (CCTF) was created to help with benchmarking and planning involved with the development of SCI.

The SCI outlines Creighton's comprehensive strategy and commitment to better care for our common home. The SCI seeks to meet the seven goals of the Vatican's *Laudato Si'* Action Platform: Response to the Cry of the Earth, Response to the Cry of the Poor, Ecological Economics, Adoption of Sustainable Lifestyles, Ecological Education, Ecological Spirituality, and Community Resilience and Empowerment. The Office of Sustainability Programs is growing in 2023, will include a Director, a Coordinator, and Administrative Staff. This is a significant increase in commitment to campus-wide sustainability over 2018. This should serve to accelerate the actions of the SCI.

The goals and actions outlined in this plan over the next six years (2022–2028) are intentionally focused on high-impact areas: greenhouse gas (GHG) emission reduction, waste diversion, education, and co-curricular engagement. All goals are interrelated concerning Creighton's commitment to the *Laudato Si'* Action Platform and carbon neutrality.

Creighton is committed to the following goals:

1. Achieve a STARS Gold rating by 2028 (STARS, or the Sustainability Tracking, Assessment & Rating System, is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance)
2. Ensure that 20% of academic courses include sustainability-related content, and 90% of academic departments offer at least one sustainability-related course by 2028
3. Develop a Campus Sustainability Literacy and Culture Assessment and achieve a yearly 25% response rate in first and fourth-year cohorts by 2028
4. Reduce scope 1 and 2 Greenhouse Gas emissions by 50% over a 2010 baseline by 2028, and that same year publish concrete steps to achieve carbon neutrality well before 2050
5. Decrease total campus waste generation by 25% over a 2019 baseline and achieve a minimum of 35% waste diversion rate across the University by 2028
6. Establish an Eco-Fellows Program
7. Grow the Creighton Student Sustainability Action Fund funding by 20% annually until 2025 and double applications annually until 2025

8. Create and sustain a Fundamentals of Sustainable Living Certificate by 2026
9. Create and sustain a Green Office Certification Program by 2024
10. Offer Sustainability Focused Campus Tours by 2023
11. Expand the Green Games program to all spectator sports by 2026

The SCI is the next step for Creighton to enhance its position as a regional, national, and global leader in higher education by addressing the world's most demanding and significant issues.

Selected Commitments to Justice

Our efforts to ever more fully foster equity, diversity and inclusion and to care well for our common home reflect Creighton's commitment to embodying its mission and expressing in action a faith that does justice. This commitment threads throughout the institution and is highlighted in the sampling of justice commitments detailed below.

Partnerships to Financial Hope Collaborative. The Financial Hope Collaborative and its Financial Success Program, housed at the Heider College of Business, have been instrumental in helping many low to moderate income (LMI) families in the Omaha metropolitan area find financial stability.

HS-MACA. Health Sciences Multicultural and Community Affairs (HS-MACA) pioneers and synthesizes community, education and research efforts in the development of future health care professionals who are culturally aware and work toward the elimination of health disparities.

Institute for Latin American Concern (ILAC). For 50 years, Creighton University has provided programming in the Dominican Republic that emphasizes the importance of global vision and understanding in educating well-rounded individuals. This is made possible through a unique partnership with Centro de Educación para la Salud Integral (CESI) well-known by its English name, Misión ILAC. Through this partnership, Creighton-ILAC offers dental, medical, nursing, pharmacy, law, physical therapy, occupational therapy, undergraduate and high school students the opportunity to learn through service.

Nebraska Legal Diversity Council. The Creighton University School of Law, Nebraska State Bar Association, and the University of Nebraska College of Law joined forces and founded the Nebraska Legal Diversity Council and recruited 16 law firms and businesses which created a collaboration that appears to be the first of its kind in the nation. The Council's mission is fostering the creation of a more culturally diverse and inclusive legal community by improving the pipeline, recruiting and retaining diverse lawyers, creating a culture of diversity and inclusion, and developing attorneys of color.

Porto Clinic. Through a partnership with Heart Ministry Center, SPAHP students volunteer to provide service outreach with pharmacy operations, providing medication therapy review and consultations alongside medical and nursing students. Occupational and physical therapy students triage clients by collaborating to offer guidance, exercises, and other therapy services at no cost.

Tenant Assistance Project. On Jan. 28, the White House hosted an event to recognize the law schools that helped address the housing and eviction crisis. Creighton University School of Law took immediate action to increase housing stability and access to justice in Douglas County and was one of 99 law schools recognized for answering the call to service.

Vaccine Clinic. In February 2021, Creighton launched the COVID-19 Community Clinic in the Rasmussen Center, an on-campus athletics facility, hosting the clinic in partnership with the Douglas County Health Department. During 2021, the clinic administered tens of thousands of vaccine doses to the community. The clinic was a hugely ambitious undertaking made possible by hundreds of Creighton faculty, staff, students, alumni, and friends volunteering their time and service at a critical moment.

Characteristic 4: Promoting an Ignatian Campus Culture

Accompaniment and Formation in Faith and Justice

The Division of Mission and Ministry provides strategic direction for Creighton's Jesuit, Catholic mission and identity and, as a body, strives to accompany individuals, to provide formation in the Ignatian Tradition and in a faith that does justice, and to ensure that the mission pervades the university and all that we do. The Division of Mission and Ministry includes the Office of Ignatian Formation and Ministry for Faculty and Staff, the Office of Campus Ministry, and the Schlegel Center for Service and Justice.

Office of Ignatian Formation and Ministry for Faculty and Staff. Within Mission and Ministry, the relatively new Office of Ignatian Formation and Ministry for Faculty and Staff houses two long-tenured entities: the Deglman Center for Ignatian Spirituality and the Collaborative Ministry Office.

Deglman Center for Ignatian Spirituality. By sharing the gifts of the Spiritual Exercises and Ignatian Spirituality through spiritual direction, retreats and workshops, the Deglman Center for Ignatian Spirituality educates and services students, faculty, and staff for personal and corporate growth. Hallmark offerings of the Center include group experiences of the 19th Annotation of the Spiritual Exercises for faculty and for students, offered through a credit-bearing course for seniors. Additionally, faculty and staff partner with the Deglman Center in serving as mentors for Ignatian Wisdom groups, small faith-sharing groups of senior undergraduates intended to support their growth in Ignatian spirituality and their discernment at a unique juncture in their lives.

Collaborative Ministry Office. The Collaborative Ministry Office exists to provide spiritual formation opportunities that strengthen personal and communal growth. It manages Creighton's online ministries website, a resource known and used throughout the world; provides hourlong mission introductions at monthly new hire orientations; manages the University's prayer listserv, which receives and shares employees' requests for the community's prayerful accompaniment; provides pastoral care to faculty and staff; and creates and

facilitates mission presentations and retreats tailored to the needs of particular areas and audiences

Campus Ministry. As students' academic development progresses at Creighton, so too does the development of faith and spirituality. As with any moment of personal growth, Campus Ministry recognizes that students may find themselves facing moments of challenge and choice unlike any other time in life, which is where the department comes in. Campus Ministry is there to Journey with students -- no matter what faith or non-faith tradition -- by offering means of worship, prayer and support, formation and community, experiencing faith through service to others, and providing a listening ear when needed.

In addition to Sunday students' masses and the availability of daily mass – including a lively Tuesday night mass featuring Fr. Hendrickson and Fr. Santos, rector of the Jesuit community – there are many opportunities for corporate prayer for individuals of the Catholic faith, other faith traditions, and those with no faith tradition. For example, at the start of each academic year, in addition to a Welcome Mass, the university also holds a Protestant and Interfaith Welcome Session in acknowledgement of the diversity of worship tradition. In addition, each spring an Interfaith Prayer Service led by members of the Creighton community is held in St John's church.

Chaplains. In addition to Campus Ministry, the other departments in Mission and Ministry, and the pronounced presence of Jesuits on campus, many of Creighton's six professional schools have a chaplain who assists with pastoral care and accompaniment of students, faculty and staff in the school. Generally, chaplains minister across all programs in school providing spiritual direction, pastoral care, counseling and formation. Collaborating with others to create a culture of reflection, they are passionate about helping all members of the community integrate the Jesuit mission and identity into their personal and professional lives as they strive to discover their core life values and purpose. Chaplains strive to encourage awareness of one's true self, one's vocation or "calling," one's place in community, transcendent values and one's experience of God (Ultimate Meaning) through a ministry of presence, supportive relationships, spiritual guidance, personal counseling and collaborative programming. They are committed to helping all in our community identify life strategies that will help them embrace the opportunities and challenges they face every day.

Schlegel Center for Service and Justice. The John P. Schlegel, SJ, Center for Service and Justice (SCSJ) seeks to spark passion for truth and justice, nourish courage and lives of commitment. The SCSJ engages students and, to a lesser degree, faculty and staff, in community service, reflection and action on behalf of justice and sustainability as an integral part of a Jesuit, Catholic university education. The Center's offerings include but are not limited to Service & Justice Trips each Fall and Spring Break, Service with the Omaha Community 150+ students in groups every week with a variety of community partners, Faith-Justice Conferences and

Internships in Omaha, Chicago, Cleveland, Washington, D.C., and beyond, myriad presentations and programs with academic courses, and daylong community orientations in Omaha.

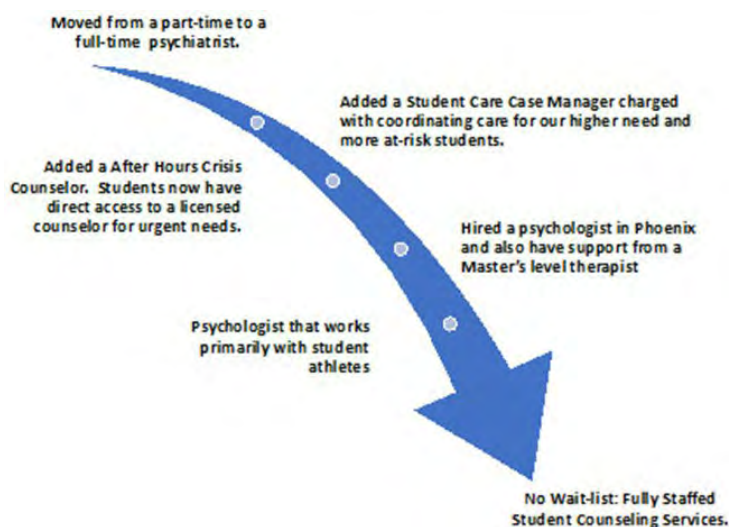
Mission Week. Since 2019, each fall the Creighton campus community participates in Mission Week. It is an opportunity for students, faculty, staff, alumni, and community partners to meet with one another, learn, reflect, and collectively discern on the various work that each of us is doing in line with the mission of Creighton University. Mission Week typically consists of several longstanding traditions including Mass of the Holy Spirit (now conducted in both Omaha and Phoenix). In addition, an awards ceremony to recognize alumni who have been committed to the Jesuit ideal of being persons “for and with others.”

The most recent Mission Week series focused on the third of the Universal Apostolic Preferences, Journeying with Youth, and was themed “Walking toward a Hope-Filled Future.” Newly created this year was a session, “Journey in Hope,” which consisted of reflections from Creighton students about the ways in which they have been accompanied toward a hope-filled future. Students shared stories regarding their experiences at Creighton, dreams for the future, as well as the ways in which others have extended grace during difficult times.

Mental Health

Trends in higher education over the last decade reveal an increased need for mental health services for students. Prior to the pandemic, the student population reported increased instances of anxiety, depression, sleep deprivation, eating disorders and substance abuse. The pandemic has exacerbated these trends and revealed decrements in focus, motivation, and communication. Over the last year, the Student Counseling Services has revised the ways in which it operates to address the concerns of our undergraduate students more fully.

Table 1. Key Changes to Student Counseling Services



In line with our Jesuit value of *Cura Personalis* and the Universal Apostolic Preferences of “accompanying youth,” additional resources were allocated toward prioritizing care for our student population. Specifically, prior to the 2021-2022 academic year, there were often waitlists of 50+ students for counseling sessions throughout the academic year. To address the backlog and be more responsive to student needs, Student Counseling Services remodeled the intake process, adopted a flexible care model of delivery based on best practices in health and well-being. This led to establishing different models of care for students with intensive mental health well-being and others who may be successful with less intervention. In addition, Student Counseling developed additional pathways of care beyond 1:1 counseling sessions to include workshops, group therapy, online therapy, and referrals to campus partners when needed. Most importantly, this new system eliminated the waitlist for treatment with no student waiting more than three days to be seen unless they requested a later appointment.

Athletics

Creighton works to ensure that all people involved with Intercollegiate Athletics are connected to our Jesuit mission and responsible for being active participants in furthering the mission. We recognize the unique role that athletics can have on a college campus, especially when the program is a prominent Division I program in a major conference like the Big East Conference. To that end, Creighton has an Athletics Mission, which supplements and supports our university commitment to our Jesuit values. That mission reads:

Intercollegiate athletics is a vital part of the University, and like all parts of the University, should reflect a concern for intellectual, moral, and spiritual values, and for pursuit of excellence which is faithful to the Jesuit tradition and to the educational mission of the University. Intercollegiate athletics is of value to the University, and the program ensures that the student-athlete is first a student, that student-athletes are protected from risk of injury, that there is a commitment to the principles of fair play and amateur athletic competition, that the rules of the NCAA are adhered to, that justice and equity are present in the distribution of resources, that competitive excellence is the goal but not at the risk of institutional ideals, that outside supporters of athletics are valued for their financial support and when they are sensitive to the integrity of the University, and that unity exists between the athletic program and all elements of the University.

Our Creighton athletics staff and student-athletes manifest their commitment to our mission and our community, completing an annual average of 5,000 hours of community service. Our athletes have been successful off the court and playing field, too. With a 3.40 average GPA for Creighton student-athletes and a 96% graduation success rate, our athletes are succeeding in all aspects of the Creighton experience.

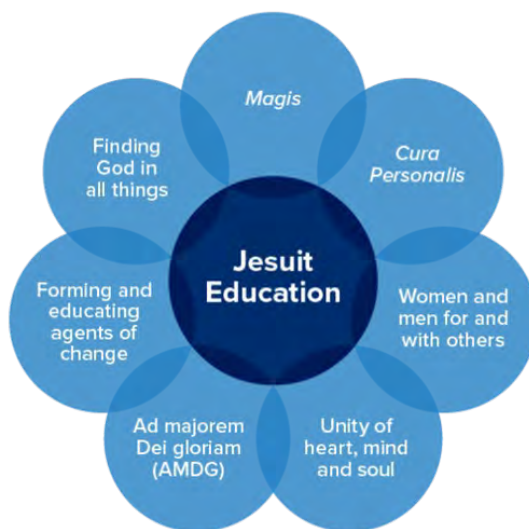
These successes are aided by additional support. In addition to increasing access to mental health care for all Creighton students, Creighton has staff members that work primarily with student athletes to ensure they have appropriate support given the unique and demanding academic environment in which they operate, including structures to promote physical health and academic success.

In 2018, the Big EAST launched a Diversity, Equity, and Inclusion Workgroup with the goal of utilizing the platform of athletics as a mechanism for education regarding social justice issues. In 2020, a partnership with RISE was launched to provide programming for student athletics on issues related to racial diversity. To date, Creighton Athletics (i.e., student athletes, coaches and staff), have participated in both Zoom and in-person training sessions that have been facilitated by RISE. Future sessions with RISE extend beyond issues of racial diversity to provide education on Title IX, as well.

Additional Characteristics

Characteristic 1: Leadership and Public Commitment to Mission

The mission statement of the university, the credo (provided in Appendix F) and Ignatian values profoundly inform our way of proceeding. The Board of Trustees takes seriously its fiduciary responsibilities for the institution and its mission, and university leadership is deliberate in efforts to invite trustees into ever-deepening understanding of Creighton's Jesuit, Catholic mission and identity. These efforts include but are not limited to Trustee orientation, an Ignatian Pilgrimage to Spain and Rome, immersive experiences that highlight Creighton University's global commitments and demonstrate Ignatian values in action, a committee dedicated to mission, diversity and engagement, and an annual board retreat at the February meeting.



Senior leadership's mission commitment is exemplified in the newly announced mission innovation grants. The early fall 2022 call for applications invited faculty, staff, and students to review current mission-forward practices and identify opportunities for deeper engagement with and advancement of our Jesuit, Catholic mission. This Presidential grant seeks to support projects that have already shown promise and, with the benefit of additional funding, could galvanize the work to extend, make more visible, or advance the mission of Creighton University. Projects which contribute to one or more core value or are aligned with the University's strategic implementation efforts are especially encouraged.

Additionally, President's Council and other university leadership are engaged in a yearlong series detailed earlier aimed at deepening competency in equity, diversity, and inclusion. Commitment to this process is pronounced and highlights future opportunities for continuing to intentionally, strategically, and consistently deepen leadership's formation in fundamental aspects of Creighton's Jesuit, Catholic mission and identity.

The academic deans' commitment to the mission is overtly emphasized in offerings such as the College of Arts and Sciences Haddix Dean's Fellows Program, which is rooted in the Jesuit traditions of Creighton University. In this four-year program, students work closely with the Dean of the College and members of the dean's leadership team, building connections with

faculty, staff, alumni, and students. They explore the concept of Ignatian leadership and develop their own leadership skills through discussion and experiences inside and outside of the classroom. College of Arts and Sciences Haddix Dean's Fellows are passionate and engaged servant-leaders in our campus community.

The Division of Mission and Ministry, most especially the Office of Ignatian Formation for Faculty and Staff, with the support of myriad partners throughout the institution, runs a variety of programs aimed at inviting faculty, staff, and the administration to engage fully with Creighton's Jesuit, Catholic mission and identity. The brochure included in Appendix A details many of the offerings.

Characteristic 5: Service to the Church

At Creighton University, we strive to live well our Catholic identity, which includes service to the Church. This is evidenced in myriad ways; a sampling of highlights follows. Members of the Creighton Jesuit community assist with parish liturgies and sacramental life within the Archdiocese of Omaha and the Diocese of Phoenix, and they, along with faculty members and Mission and Ministry staff, lead retreats and discernment opportunities. Creighton serves as a resource for Catholic school educators, sends numerous student teachers to area Catholic schools and facilitates the Magis Teacher Corps, a two-year service and professional educational program that places new teachers in underfunded Catholic schools and provides extensive coaching and support to these teachers. Members of the Theology Department have coordinated with Omaha Archbishop George Lucas on the Worldwide Synod on Synodality called for by Pope Francis in 2021. The University also partners with outreach programs for the underserved, such as Magis Clinic through Siena Francis House in Omaha and St. Vincent de Paul's Piper Medical Clinic in Phoenix. The Christian Spirituality Program has for decades formed individuals to provide pastoral care, spiritual accompaniment, retreats, missions and other renewal efforts as well as spiritual directors for the faithful in the region, the nation and internationally. The program has formed many bishops, and superiors for religious communities as well as Novice formators in hundreds of communities around the world. In addition, Creighton's support of the Institute for Priestly Formation, which developed from the Christian Spirituality program, relationship with the Jesuit Worldwide Learning, our campus in the Dominican Republic (which celebrates its fiftieth anniversary this year) and related programs, and our Arrupe Global Scholars program spread Creighton's commitment to the Gospel and its Catholic identity far and wide. As an area for growth, the MPE process revealed a disconnect, at times, in the University community between our Jesuit mission and identity with that of the Catholic Church.

Characteristic 6: Relationship with the Society of Jesus

Creighton University intentionally fosters a strong relationship with the Society of Jesus – its individual members, the local community, other Omaha-area apostolates, the Midwest Province of which we are a part, and the global mission. This strong relationship is reflected through active efforts to recruit and retain Jesuits, the presence of approximately thirty-five members in the university Jesuit community, which now includes the Jesuits at Creighton Prep, and current construction on the university's new Jerome Nadal, SJ Jesuit Residence. Creighton has also had roughly twenty-five men enter the Society of Jesus in the past twenty years, a notable number of vocations. Jesuits are engaged in manifold aspects of Creighton, serving as

sacramental and pastoral ministers, faculty members, students, Trustees, and institutional leaders.

Locally, Creighton University actively engages Province-initiated and area-supported efforts to nurture shared identity and foster collaboration among area apostolates. Nationally and globally, we participate widely in the Association of Jesuit Colleges and Universities and the International Association of Jesuit Universities. The university deliberately develops and sustains relationships with Jesuit institutions of higher education throughout the world, participating in the Magis Exchange and – among AJCU institutions – providing the only full room and board grant to one exchange participant each semester. Furthermore, we have a relationship with Jesuit Worldwide Learning in a variety of means including facilitating ESL teacher training and serving as the school of record for a new high-demand Pre-STEM certificate.

Characteristic 7: Institutional Integrity

This characteristic invites reflection upon overt alignment of institutional operations and related policies practices and procedures with Creighton's Jesuit, Catholic identity. There are noteworthy areas of such alignment including but not limited to the provision of sixteen annual paid hours of volunteer time to full-time employees in Omaha, the fall 2022 launch of a new employee training platform, the summer 2022 provision of Cura days and bonus payments to employees, and the commitment to bolstering hiring for mission and EDI included in the current strategic plan and in ongoing efforts – all highlights aligned with Human Resources. Outside of HR, we have made a significant commitment to divest from fossil fuels over the next decade, sustain collaborative and consultative relationships between operations departments and Mission & Ministry, and intentionally ensure our Jesuit and Catholic identity is readily reflected in our facilities and grounds, providing opportunities for pause, prayer, and interiority to individuals while on campus. Another example is the inclusion of a multi-faith prayer space in Graves Hall, a new residence hall opening fall 2023. Inclusion of this space indicates awareness of a need and demonstration of our lived commitment to support all members of our campus community in nurturing and deepening their faith.

Our University mission statement proclaims that Creighton exists for students and for learning. This commitment to students is readily shared by faculty, staff, and administrators, and students voice widespread experience of this commitment. However, the MPE process underscored a need for us to more fully embody the caring commitment we so readily offer students to one another as faculty, staff, and administrator colleagues. Thus, we recognize opportunities for continued growth in greater expression of Creighton's mission and identity through our institutional way of proceeding. For example, the MPE process shows we must further identify specific strategies and functional practices for authentic shared governance. We must determine what “shared governance” looks like at Creighton to then clarify processes for this shared responsibility and transparently fulfill this way of proceeding as an institution.

NEW OR ADAPTED JESUIT MISSION PRIORITIES

Efforts to authentically embody our Jesuit, Catholic identity in its depth and totality are always aspirational; invitation to pursue the *magis* persists. In light of this and informed both by the Examen process and our contemporary context, Creighton University has discerned five priorities for sustaining and strengthening embodiment of our mission in the coming years.

Priority I: Forming Faculty, Staff, Administrators and Trustees

The vitality of our mission depends deeply on the contributions of members throughout the Creighton community, notably our faculty, staff, administrators, and Trustees. Therefore, we believe it imperative to continue prioritizing the formation of companions in the Ignatian Tradition, focusing on breadth and depth, emphasizing engagement of head and heart, incorporating experiential components that invite awareness of and accompaniment of people at society's margins, and deepening understanding of the Catholic Intellectual Tradition.

Priority II: Fostering Belonging

As a Jesuit, Catholic institution, it is incumbent upon us to increasingly foster a community that coheres with God's vision for humanity, that honors the inherent dignity of all as children of God and is marked by care, mutuality, and a shared sense of belonging. Creighton's prioritization of equity, diversity, and inclusion (EDI) reflects our mission. In turn, we commit to bolstering the recruitment of and ongoing support for an increasingly diverse faculty, staff, and student body; forming leadership in core principles of EDI; developing curriculum and research endeavors that reflect diversity and are grounded in inclusive best practices; and advancing understanding of intersectionality.

Priority III: Engaging the World

From its inception, the Society of Jesus has served the mission of the Catholic Church through intentional participation in the world, notably at the frontiers – internal and external, literal and metaphorical. Stewards of the Jesuit mission, we at Creighton University are similarly called to animate a faith that does justice, called to foster relationships of mutuality and compassion, and to co-labor in the transformation of unjust structures toward the creation of a more caring, just, reconciled, and sustainable world. The realities that mark our contemporary context compel us – in light of this Examen and in pursuit of the *magis* – to discern the concrete ways in which Creighton may ever more fully engage the world through a faith that does justice and resolutely pursue such engagement.

Priority IV: Emphasizing the Catholic Intellectual Tradition

Creighton University's Catholic identity lies at the core of our mission; as such, the Catholic Intellectual Tradition undergirds our way of proceeding. It promotes a valuing of the humanities and arts, invites deep consideration of reality, supports engaging grand questions and divergent views, seeks to foster human flourishing, and calls for the construction of a more just world. Honoring the centrality and import of the Catholic Intellectual Tradition, of which Catholic Social Teaching is an important part, we will develop and promote programs and structures that

include formative experiences, reflection, research, publishing, and course development to intentionally underscore the Catholic Intellectual Tradition.

Priority V: Sustaining Mission

In order to best support and sustain strategic, pervasive, and vibrant animation of Creighton's mission, we will pursue establishing essential systems and structures that support a shared understanding of our mission, values, and priorities; providing a comprehensive overview of mission-driven efforts throughout the university, including fundamental assessment of such efforts; and fostering conditions that promote authentic discernment when decisions by university leadership and others throughout Creighton appropriately call for such an approach.

IMPLEMENTATION AND INTEGRATION

Creighton University's espoused commitment to our Jesuit, Catholic mission, values, and identity is pronounced, something evidenced in the breadth and depth of mission integration highlighted in this self-study report. Such pervasive commitment creates more than ample fertile ground for the careful cultivation of the continuation of existing mission commitments and pursuit of future institutional mission priorities identified in the preceding section. As such, Creighton sustains an environment readily supportive of successful implementation and integration of our mission priorities.

In addition to the mission-committed culture thoroughly fostered on campus, there is evident alignment between the priorities articulated through this Mission Priority Examen and the priorities identified in Creighton's current strategic plan, "Lighting the Way." Such alignment is particularly apparent in the strategic theme "Thriving In Our Mission." Through this theme, we aim to "ignite a passion for our Jesuit, Catholic tradition of developing empathic, intelligent, discerning, and influential practitioners and citizens through our person-centered approach to learning that informs, forms, and transforms every member of the Creighton community as we endeavor together toward local, national, and global renown."

Beyond evident alignment of the identified mission priorities with the University's expressed and operationalized strategic priorities and the above-detailed institutional culture that supports and sustains shared stewardship of and growth in Creighton's mission, the Office of Mission and Ministry, under the leadership of the University's New Vice President for Mission and Ministry, assumes responsibility for guiding implementation of discerned mission priorities.

CONCLUSION AND ADDITIONAL COMMENTS (Following the Peer Visit)

Reflecting on the insights gleaned through this Mission Priority Examen process and, notably, the peer visit – both its related conversations with members of the campus community and resultant visit report – we are acutely mindful of the context in which we find ourselves. Notably, Creighton University's 2022 MPE process was impacted by the transition in leadership of the Division of Mission & Ministry and significantly by the disruption wrought by the COVID-19 pandemic and other factors. All members of our campus community – faculty, staff, administration, and students – navigate increasing pressures and experienced tensions in our society and world, a context many of the visitors noted was shared by their home institutions.

Aware of this context, we recognize a need to further refine and, as a result, narrow the priorities articulated in this Mission Priority Examen report. The five presented in this report – while important and impactful – present too broad of a scope at a time in which more concentrated focus on two to three priorities of most pressing need and overt intersection with existing institutional commitments may have greater success and impact.

As such, we will intentionally emphasize and pursue Priority I: Forming Faculty, Staff, Administrators, and Trustees and Priority II: Fostering Belonging. These priorities uniquely align with the robust desires expressed by Creighton companions in their conversations with members of the Mission Priority Examen peer visiting team.

Creighton University remains steadfastly committed to ever greater embrace and animation of our Jesuit, Catholic mission and identity, an embrace and animation rightly and necessarily informed by the signs of the times. We are blessed with a community of individuals who are formed in and collectively steward our shared mission. We look to the future in hope, dedicated to ever more fully broadening and deepening our lived commitment to Creighton University's Jesuit, Catholic mission for God's greater glory and the good of our students, our community, and our world.

APPENDICES

Appendix A: Connect to the Creighton Mission Brochure

Appendix B: NOVICE Program Overview for 2022-2023 Academic Year

Appendix C: MPE Facilitators' Guide

Appendix D: List of Equity, Diversity, and Inclusion Task Forces and Committees

Appendix E: Sustainable Creighton Initiative Report

Appendix F: Creighton University Credo

Connect to the Creighton mission

FOR FACULTY, STAFF
AND ADMINISTRATION

Creighton
UNIVERSITY

Division of Mission and Ministry





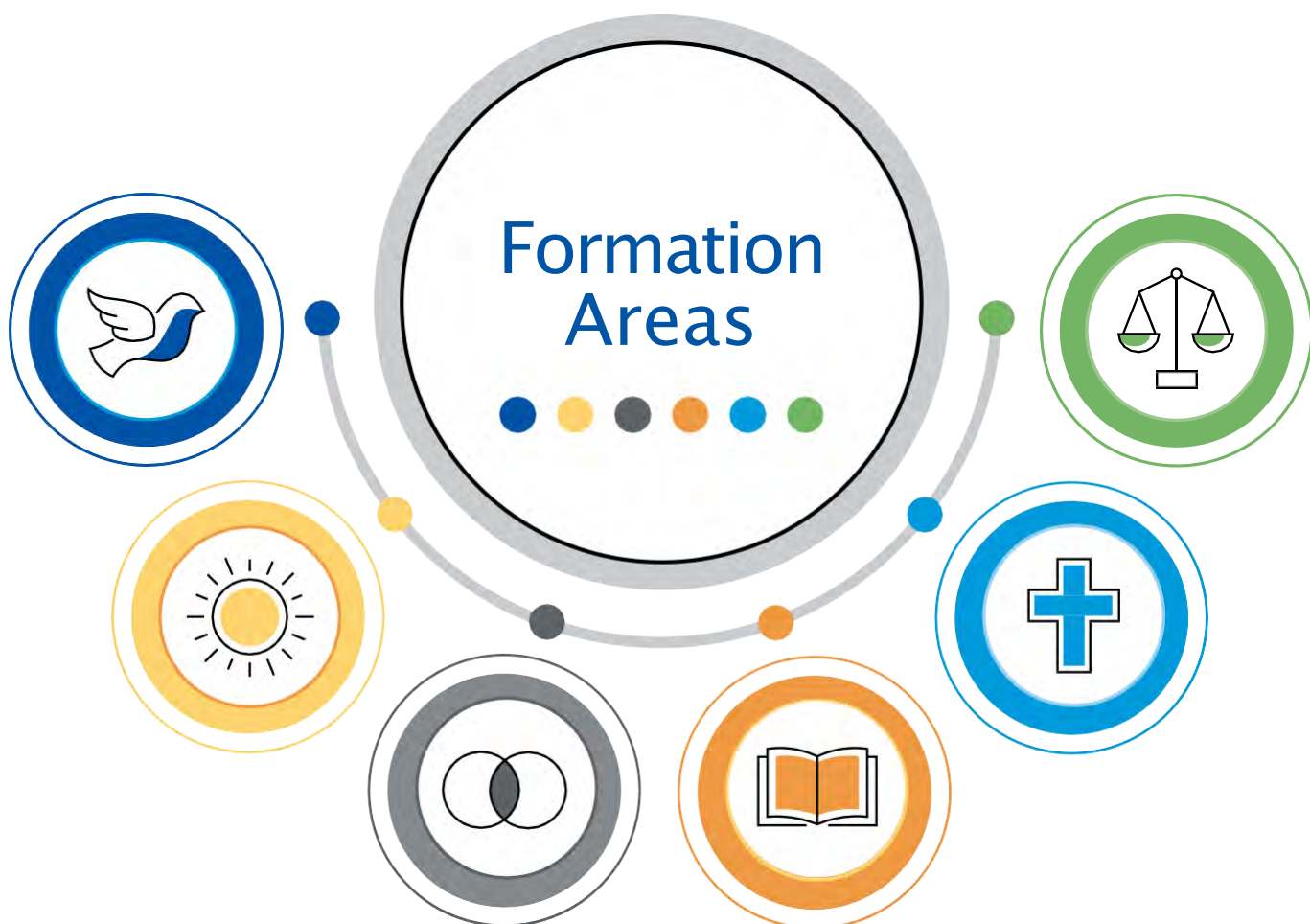
Ignite a passion for Creighton's Jesuit, Catholic tradition through a Mission and Ministry experience.

The Division of Mission and Ministry offers a variety of mission-based programs and activities designed to meet your interests and schedule. We encourage you to join us to learn more about the Creighton mission and your own spirituality.

"One who goes about to reform the world must begin with the self."

—St. Ignatius of Loyola
Founder of the Society of Jesus

Mission and Ministry Opportunities for Formation in Jesuit, Catholic Identity and Values



All opportunities are covered by one to six different formation areas:

- Spirituality – personal and communal
- Intellectual appropriation of Creighton history, culture and Jesuit values
- Integration of head and heart – discernment and leadership skills
- Ignatian pedagogy and Ignatian leadership skills
- Catholic Tradition – intellectual, historical, sacramental, liturgical, doctrinal, scientific and humanistic
- Faith that does justice and engages reconciliation and Catholic Social Teaching

Note: Each formation area is represented by a color circle.

The circle(s) are located next to each Mission and Ministry opportunity to indicate the formation area(s) covered.



All opportunities are available at three levels of experience and required time:

LEVEL 1 – Introduction

Experience a starting point to the formations areas through short workshops, presentations, city immersions, prayer opportunities, retreats, orientations and more.

Time commitment:

Varies from one hour to a day or overnight, with no specific projects required.

LEVEL 2 – Deepening

Experience more comprehensive offerings: longer-term seminars, courses, community development, multiday retreats, book studies, etc.

Time commitment:

Typically shorter periods over four to eight months; usually a short project is required of participants.

LEVEL 3 – Mastery

Experience most or all of the six formation areas through an intensive combination of courses, retreats, immersions, service projects, research opportunities, course development and more.

Time commitment:

A year to 18 months, involving national and/or international travel, extended retreat experiences, project outcomes in teaching, leadership or research.

LEVEL 1

Introduction

Newcomers Orientations Valuing Ignatian and Creighton Engagement (NOVICE)

This program introduces new employees to the Jesuit, Catholic educational mission of Creighton University. Extending over two semesters of the academic year, NOVICE introduces Ignatian history, the practice of reflection and discernment, Ignatian Pedagogy and Leadership, and other mission-based programs.



St. Ignatius and Creighton's Mission Today

This session is an opportunity to reflect on the life and spirit of St. Ignatius, founder of the Society of Jesus/ the Jesuits. Experience one or two presentations by the Rev. Larry Gillick, SJ, and the Rev. Greg Carlson, SJ, who will invite us to relate the life of St. Ignatius to our own work together at Creighton.



How to Create an Ignatian Workplace

St. Ignatius believed that every person had gifts to share. How do we share those gifts so that we can realize our full potential and contribute to the mission of Creighton?



A Retreat Day on Campus or Away from Campus

Come away with your Creighton colleagues to find quiet time for reflection and prayer. Presentations by Susan Naatz and/or Frs. Gillick and Carlson will invite you to center on your life. The Rev. Howard Gray, SJ, said, "A retreat is a focused encounter with God that centers on the quality of my personal response to God's self-revelation in prayer and reflection."



An Overnight Silent Retreat

We live in a world filled with activity, commotion and constant technological intrusion. This retreat is an opportunity to leave your everyday world and come into the silence where you will be invited to listen to God's movement in your life.



Students Share Their Service and Justice Trip Stories

Come and listen to our students talk from their hearts about their transformational service and justice experiences during fall and spring break.



A Fall and Spring Reading Group

Each semester, the Collaborative Ministry Office, directed by the Rev. Andy Alexander, SJ, as part of the Department of Ignatian Formation and Ministry, chooses a book which invites the Creighton community to reflect on our Jesuit, Catholic mission.



Managing to the Mission

"A leader's greatest power is his or her personal vision, communicated by the example of his or her daily life" (from *Heroic Leadership* by Chris Lowney). Mission takes root when managers take a personal interest in the mission.



Discernment of Spirits

"The goal of the spiritual life, as St. Ignatius conceived it, is to choose what better leads to God's deepening life in me" (from *What is Ignatian Spirituality?* by the Rev. David Fleming, SJ).



Take It to Heart: Experience Ignatian Prayer

Our imagination can be a powerful tool for prayer, as St. Ignatius believed. This session on Ignatian contemplation explores the "prayer of the heart."



Restoration Through Reflection

Use the gift of deep reflection—a key threshold in the landscape of Ignatian spirituality—to feel refreshed and empowered. Learn how to implement self-reflection practices for your life.



Jesuit University in a Broken World

At the core of our mission is the commitment to human dignity. This initial conversation will share the basics of Catholic Social Teaching. Why would Pope Francis wash feet in a detention center?



St. Ignatius and Creighton's Mission Today

An opportunity to reflect on the life and spirit of St. Ignatius. Join other faculty and staff for a presentation inviting us to relate his life to our own work together at Creighton.



The Faith That Does Justice

Jesuits and colleagues have taken seriously the call by the Rev. Pedro Arrupe, SJ, to commit themselves to social action. Learn why six Jesuit professors and two lay colleagues were killed in El Salvador in 1989.



Local Community Orientations

(Four options)

Join us to learn from local community partners and better understand our Jesuit, Catholic mission. See how various social justice topics interact locally with Catholic Social Teaching. Learn history, consider challenges, discover assets, engage community leaders and enjoy lunch in the community.

North Omaha: Context and Connections



South Omaha: A Dynamic Immigrant Community



Climate Change: Faith, Hope and Action



Journey to Omaha: Exploring the Refugee Experience





LEVEL 2

Deepening

Catholic Social Teaching: A Lunchtime Introduction

This yearlong faculty/staff formation series co-sponsored by the Division of Mission and Ministry and Justice and Peace Studies Program introduces participants to the foundations, themes and topics central to Catholic Social Teaching which ground Creighton's mission.



Faculty Seminar on Jesuit Higher Education

By invitation from deans and Division of Mission and Ministry

This seminar was started by a group of faculty who came back from a Heartland Delta Conference inspired to engage more in a focus on mission for our campus. Since the start of this yearly program in 2004, over 200 individuals from all areas of campus and the Board of Trustees have participated. A variety of topics are explored, which include the history of St. Ignatius, the Spiritual Exercises, Ignatian pedagogy, research, a faith that does justice and related topics.



Catholic Social Teaching Seminar I

Focus on international service learning and research in the Dominican Republic. Available to faculty and staff, this program will focus on core principles of Catholic Social Teaching as they apply to differing academic disciplines. A final project could be a teaching/learning unit or course; or could be a research project in a specific academic discipline.



Creighton Colleagues Program (CCP)

By invitation from supervisors and Division of Mission and Ministry

A yearlong formation opportunity to provide managers and administrators with a deeper look at the implications of Ignatian Leadership values in the workplace and in professional service, and to introduce Catholic Social Teachings. The program is modeled after the National Ignatian Colleagues Program directed by the Association of Jesuit Colleges and Universities.



LEVEL 3

Mastery

Certificate in the Ignatian Tradition

This new program includes two graduate courses in the Spiritual Exercises and the history of the Ignatian tradition, and a prayer pilgrimage/retreat to Ignatian sites in Northern Spain, Rome and Paris.



30-day and “19th Annotation” directed Ignatian retreats

Participants will learn an understanding and the life choices of the Exercitant to provide him/her greater freedom to seek and act upon God’s deepest desires.



Ignatian Colleagues Program

Enrich your collaboration as a lay partner in the Apostolic Mission of the University.



Catholic Social Teaching Faculty Seminar II

An interdisciplinary approach to a single topic for research that involves one of the tenants or concerns of Catholic Social Teaching (such as the human cost of forced migrations—medical, legal, business, educational, etc.). This yearlong seminar will require a commitment to preparing for publication a juried article or book chapter. The seminar will include an opportunity to travel together to work with Jesuits and colleagues in other parts of the world who are specialists in the topic chosen.



Annual Special Events

Faculty and staff are welcome to join in these special events and many more Creighton celebrations.

Welcome Week Mass

After move-in days, Creighton welcomes a new class of students with the annual Welcome Week Mass for the students and their families

Baccalaureate Mass

Graduates and their guests as well as campus faculty and staff celebrate Mass the day before Creighton commencement.

Red Mass

Red Mass is celebrated in cities across the nation to initiate the opening of the fall term of the courts. The name of the Mass is derived from the red vestments worn by the priests, to signify the fire of the Holy Spirit, and by the scarlet robes worn then by judges and doctors of Law.

Founders Week Mass

Founders Week, celebrating the lives and vision of Creighton’s founders, commences each year with the Founder’s Week Mass.

Feast of St. Francis

An annual celebration with St. Francis and a re-commitment to Pope Francis’ encyclical *Laudato Si’*, which calls for urgent action on climate change.

Mass of the Holy Spirit

A long-standing tradition in Catholic and Jesuit high schools and universities to celebrate the beginning of the new academic year.

Interfaith Prayer Service

A cornerstone during Creighton Founders Week, this service tradition brings together students, faculty and staff from many faith traditions in an inspiring celebration of the diversity of religious cultures.

St. Ignatius Day

Creighton celebrates St. Ignatius of Loyola, the founder of the Jesuits, at a Mass with special blessings.



Personal Support for Community and Mission Formation

Masses, Campus Ministry and St. John's Church

- Daily Mass is offered several times a day all week long in St. John's Church.
- Masses are also celebrated frequently in the chapels of Criss I and the School of Dentistry building, and weekly in the Ahmanson Center and Mike and Josie Harper Center. Masses are celebrated for students in the evening in the residence halls' chapels at least once per month.
- Taizé ecumenical prayer, liturgy of evening prayer and a memorial service for those recently deceased are offered on regular schedules and are announced in *Creighton Today*. Regular opportunities for the sacrament of reconciliation, and for anointing of the sick are posted on the St. John's website.
- Protestant liturgies are celebrated on Sunday evening in the chapel in lower St. John's.
- The process for joining the Catholic Church with the sacraments of initiation (baptism, confirmation and eucharist) is provided for those interested through St. John's and Campus Ministry.
- Ignatian lay communities (Christian Life Community and Ignatian Associates) have faculty/staff groups meeting on campus as well as student groups. Ordinary spiritual direction and pastoral counseling are also provided when requested.
- A volunteer group of faculty and staff provide Bereavement Ministry to all employees who have recently lost a family member in death. The committee visits on the first month after death, the third month, sixth month and the one-year anniversary.

For more information, contact:

Division of Mission and Ministry at vpmm@creighton.edu, or St. John's Parish at stjohns-creighton.org for referrals, or times and locations of services.



Creighton Online Ministries

Experience continuing spiritual support and development through the many offerings of Creighton's Online Ministries:

- Daily reflections on the Scriptures: creighton.edu/daily
- Online meditations on the Spiritual Exercises (with guided groups on campus) over a 30-week period each academic year beginning in late September
- Community prayer requests and notices for the Creighton community members

Email Fr. Alexander at andrewalexander@creighton.edu to be put on the email list or to request prayers.

“When the heart is touched by direct experience, the mind may be challenged to change.”

—Peter-Hans Kolvenbach, SJ
Former Superior General of the Society of Jesus



In one year, Creighton's Online Ministries website **received more than 70 million visits from 208 countries.**

Appendix B

NOVICE program overview for 22-23 Academic Year

Modules in the Blue-line course NOVICE 22-23 that will be opened in late August, 2022.

Introductory Module (introduces the small group leaders, program presenters and preliminary material.

Module One – September

- Foundations of Creighton in Omaha and in the Jesuit world.
- 143 -year history of Creighton in Omaha, now in Phoenix, Dominican Republic and smaller campuses across the west.
- St. Ignatius and the Spiritual Exercises that produce the founding principles.

Module Two - October

- What does it mean that Creighton is Catholic?
- More about Ignatius and the Jesuits today.
- The four Universal Apostolic Preferences of Jesuit works.
- The Examen Prayer

Module Three - November

- Focus on a foundational principle: The Dignity of EVERY person

Module Four – January

- Care for those who are forced to the margins by culture, economy, or “difference”
- Accompanying Young People into their future of Hope

Module Five – February

- Care for our common home

Module Six – March

- Every Creighton Employee is a leader – exploring the gifts needed for Ignatian Leadership

Module Seven – April

- Exploration of opportunities for deeper formation into our Mission of Higher Education and support for the flourishing of all humans

Reaffirmation of Mission Facilitator's Guide

GROUP FORMAT (45 minutes)

Each group will be led by an appointed Facilitator. Members of the Peer Review Team from other Jesuit Colleges and Universities will join the groups. The Peer Reviewers will be on campus to learn how Creighton University is implementing the Catholic and Jesuit components of our University Mission Statement.

The Role of the Facilitator

1. Check in with the Site Visitors a few minutes prior to the start of the meeting to explain the prepared meeting format and to establish a process for Site Visitors to ask questions during the meeting as he/she/they want to. Keep in mind that the site visitor may have things they are looking to hear more about after reviewing the University Reaffirmation Report.
2. Begin the meeting on time with a welcome and introductions (2 minutes)
3. Give an overview of how the mission informs the work being done in the strategic goal or area of focus (5 minutes)
4. Invite comments on the pre-established questions/prompts, asking the questions one at a time and facilitating discussion of each question (this is offered as adaptable to the visitors' questions – so there may not be time for all of these, additionally as the facilitator it is strongly recommended that you hone in on 3-4 questions that are most relevant to the group that has been convened) (33 minutes)
 - a. Focus on the characteristic(s) from the *Characteristics of Jesuit Universities* (summary below) that are most central to the goal or initiative
 - b. Discuss how this goal/initiative that the group is stewarding advances the Mission of Creighton University
 - c. Share insights on where you think we excel in Mission integration and where we think we have work to do
5. Ensure that everyone is able to participate (or, in the larger group sessions, that a good range of different people are invited to participate.)
6. Invite any final comments & thank participants (5 minutes)
7. End the meeting on time

GROUP QUESTIONS: Based on the *Characteristics of Jesuit Universities*

Characteristic One: Implementation of Creighton's Mission

How do you experience Creighton's mission?

- Consider the Catholic and Jesuit identity of the University, what you hear about the mission, what you have learned about the mission, what you find challenging about the mission, and your role in accomplishing Creighton's mission

Characteristic Two: Academics at Creighton & Our Mission

How have you experienced Creighton as Catholic and Jesuit through your participation in academic programming at Creighton?

- *Students*; consider topics like faith and justice, the Magis core curriculum, courses you have taken, discussion among your peers about courses, and activities completed as part of your courses, service learning in courses
- *Faculty*; consider topics like faith and justice, the Magis core curriculum, Christian humanism, courses you teach, discussions among faculty about how to integrate mission in courses, and your research interests that may or may not seem "religious" but are about human flourishing.
- *Staff*; consider topics like faith and justice, conversations with faculty, and how you have observed the mission in programming and action within departments, colleges, schools, and divisions of the University
- *Administrators*; consider topics like faith and justice, how you plan for academic programs that reflect Creighton's Catholic & Jesuit identity, hiring for mission, and personnel evaluation and advancement criteria; how do you make decisions that show characteristics of discernment including reflection, impact on the whole university, impact on student learning, impact of persons at the margins of U.S. culture

Characteristic Three: Campus Life as a Reflection of Our Mission

How have you experienced Creighton as Catholic and Jesuit through your interactions on campus?

- *Students, faculty, staff, and administrators*; consider how you are treated, what you see and hear, how you feel when you are on campus, opportunities to participate in activities that promote physical well-being, opportunities for prayer, worship, and service
- *Athletic staff & athletes*; consider ways the athletic programs assist with the development of the whole person, resources provided for athletics, character formation, and reputation of our programs in the local community & in our conference

Characteristics Four & Five: Service Consistent with Creighton's Mission

How would you link your service to Creighton's mission?

- Consider the service you do for others and for the University, consider how service is related to your religious faith, reflect on some significant service commitments you have and how these commitments help you better understand and live Creighton's mission, consider how you have witnessed the materially poor being served by members of the Creighton community

Characteristic Six: Jesuit Presence

What does the presence of Jesuits at Creighton mean for you?

- *Students*; consider interactions you have had with Jesuits, Masses you have attended on campus, experiences of the Sacrament of Reconciliation on campus or at retreats off-campus, Jesuits who have taught you, and Jesuit chaplains. Consider also the Jesuit faculty who have taught you, and the Jesuit emphasis on the Core Curriculum for undergraduates – how have they engaged you, invited you to think or reflect etc.
- *Faculty, staff, and administrators*; consider interactions you have had with Jesuits: collaboration with Jesuits in teaching, research, or service; invitations to visit the Jesuit community; personal or business conversations; spiritual assistance such as Masses you have attended on campus, experiences of the other Sacraments, workshops, presentations or retreats.

Characteristic Seven: Personnel

As an employee of Creighton, how are you treated?

- *Faculty, staff, and administrators*; consider compensation and benefits, fairness of policies and procedures, mission formation opportunities, professional development, and advancement opportunities
- Do you experience yourself as valued at Creighton? What ways is this shown by the University?
- Do you see the University interested in the COMMON GOOD of faculty and staff as well as students, parents and other constituencies?

Appendix D

List of Equity, Diversity and Inclusion Task Forces and Committees

University-level Committees

Committee on the Status of Women_
Creighton University Martin Luther King Jr. Day Planning Committee
National Black Alumni Advisory Board
President's University Inclusive Excellence Council
Climate Survey Work Group
Transgender Think Tank

Unit-level Standing Committees and Task Forces

Academic Units

CON – Equity, Diversity, and Inclusion Standing Committee
HCB – Equity, Diversity, and Inclusion Standing Committee
SOD – Equity, Diversity, and Inclusion Standing Committee
SOL – Equity, Diversity, and Inclusion Standing Committee
SOM – Diversity, Inclusion, and Belonging Standing Committee
SPAHP – Justice, Equity, Diversity, and Inclusion Standing Committee

Divisional Units

Division of Information Technology (DoIT) – Equity, Diversity, and Inclusion Committee
Division of Student Life – For and With Others
University Relations – Equity, Diversity, and Inclusion Committee

Academic Unit Diversity Officers

Ronn Johnson, Ph.D., Senior Associate Dean for Diversity, Inclusion and Belonging, School of Medicine
Jaya Raj, M.D., Associate Dean for Diversity, Inclusion and Belonging, School of Medicine - Phoenix
Yvonnda Summers, J.D., Associate Dean for Student Affairs, Equity, Diversity, and Inclusion, School of Law



Sustainable Creighton Initiative

CREIGHTON UNIVERSITY'S COMPREHENSIVE STRATEGY AND
COMMITMENT TO BETTER CARE FOR OUR COMMON HOME

4/26/2022

The Sustainable Creighton Initiative (SCI) is the culmination of a two-and-a-half-year process involving over fifty stakeholders and decision makers within and external to the Creighton community. Father John Schlegel, SJ, signed the American College and University Presidents' Climate Commitment in 2010, committing Creighton to climate neutrality by 2050. Creighton's first Climate Action Plan was published in 2013. The SCI expands upon and updates the 2013 Climate Action Plan. The SCI was created by the Sustainability Governance Committee (SGC).

Father Hendrickson, SJ, PhD, formed the SGC in September 2019 to operate as the administrative authority over sustainability at Creighton University. The SGC is intentionally comprised of leaders from across campus because sustainability is the duty of the entire Creighton community not an isolated department or few passionate individuals.

To this end, the implementation of the Sustainable Creighton Initiative is the responsibility of the Sustainability Governance Committee.

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Introduction

In *Laudato Si'*, Pope Francis wrote, “In any discussion about a proposed venture, several questions need to be asked: What will it accomplish? Why? Where? When? How? For whom? What are the risks? What are the costs? Who will pay those costs and how? In this discernment, some questions must have higher priority.”ⁱ

Thirty-five years ago, the United Nations Commission on Environment and Development described the goal of sustainability as “...meeting the needs and aspirations of the present, without compromising the ability of future generations to do the same.”ⁱⁱ The latest Intergovernmental Panel on Climate Change (IPCC) assessment report suggests the world is not accomplishing that goal.ⁱⁱⁱ

The report documents “widespread and pervasive” impacts on people and the natural world from increasingly frequent and intense heatwaves, droughts, wildfires, storms, and floods. Some consequences are now irreversible. Heat is killing more people, drought is killing more trees, and warming oceans are killing more coral reefs, the nurseries of the oceans.

The IPCC report concluded that without action, worse effects are coming faster than scientists had previously thought. The good news is that a livable future remains within grasp, but the window of opportunity for action is “brief and rapidly closing.” Action is needed at every level of society, including at universities where future decision-makers are being formed, energy is consumed, and waste is produced.

The Catholic Church and the Society of Jesus prioritize care for planet Earth—our common home—with particular attention to climate change as essential to their mission.^{iv} Global warming beyond 1.5°C risks an existential catastrophe that contradicts Catholic social teaching themes,^v the Universal Apostolic Preferences of the Society of Jesus,^{vi} the Vatican’s *Laudato Si'* Action Platform to which Creighton University is a signatory,^{vii} and the Sustainable Creighton Initiative (SCI) Guiding Principles.

Mitigating this risk requires sweeping greenhouse gas emission reductions across the world. Even then, the IPCC warns that peaking global greenhouse gas emissions by 2025, cutting emissions in nearly half by 2030, and reaching carbon neutrality around 2050 only gives humanity a >50% chance of limiting warming to 1.5°C.^{viii} The U.N. thus declared “carbon neutrality by 2050 the world’s most urgent mission.” The Vatican has committed to this goal.^x

The Catholic Church and the Society of Jesus call for discernments and “return on investment” calculations prioritizing more than financial considerations alone. Pope Benedict XVI observed that “environmental degradation is often due to the lack of far-sighted official policies or to the pursuit of myopic economic interests.”^{xi} He stressed the need for discernments that “consider the cost entailed—environmentally and socially—as an essential part of the overall expenses incurred.”^{xii}

The Society of Jesus thus calls Jesuit universities to ecological discernment in which “the criterion should not be exclusively economic” but consider the common good and future generations.^{xiii} The Vatican’s *Laudato Si'* Action Platform describes this holistic approach as “ecological economics” and identifies its operationalization as a goal for signatories.^{xiv}

Guided by these principles and priorities, the Catholic Church and the Society of Jesus stress the constant need to strive for ever-greater sustainability. This is especially the calling for the organizations and individuals most responsible for climate-warming emissions and for those with the resources to achieve carbon neutrality. Pope Francis emphasized that “regarding climate change, there are differentiated responsibilities”^{xv} and “to whom much is given, much is required (Luke 12:48).”^{xvi} Animated by *magis*, Jesuit universities are particularly called to ever-bolder action commensurate with their responsibilities and capacities.

The Sustainable Creighton Initiative (SCI) outlines Creighton’s comprehensive strategy and commitment to better care for our common home. The SCI seeks to meet the seven goals of the Vatican’s *Laudato Si'* Action Platform: Response to the Cry of the Earth, Response to the Cry of the Poor, Ecological Economics, Adoption of Sustainable Lifestyles, Ecological Education, Ecological Spirituality, and Community Resilience and Empowerment.

In humble Ignatian poverty of spirit, Creighton University recognizes the SCI is incomplete. This recognition is developed in the section “Future Pathways.” Nevertheless, as His Eminence John Cardinal Dearden described in a homily quoted by Pope Francis, “It may be incomplete, but it is a beginning, a step along the way.”^{xvii} For Creighton University, the SCI is an important next step along the way toward better caring for our common home.

Timeline

Creighton has a storied history of sustainability achievements. As illustrated below, sustainability has never been the job of one office or specific disciplines. Sustainability has always been a campus-wide undertaking.

- 1991** The Environmental Science major is founded
- 1995** Creighton begins recycling (suspended for 10 months due to COVID-19 in 2020)
- 2008** Facilities Management forms the Sustainability Council
- 2009** Facilities Management publishes a sustainable purchasing policy
- 2010** Creighton President the Rev. John Schlegel, SJ, PhD, signs the Association of American College & University Presidents Climate Commitment, pledging Creighton will reach climate neutrality by 2050
- 2011** The Energy Technology Program is founded (sunset in 2018)
- 2013** Creighton's first Climate Action Plan is written
- 2013** Creighton President, Rev. Timothy Lannon, SJ, signs the *St. Francis Pledge to Care for Creation and the Poor*
- 2013** The Division of Student Life begins partnership with Goodwill to annually divert over 60 tons of material from residence halls during move-out
- 2014** The inaugural Spirit of St. Francis award is presented
- 2015** The Sustainability Studies program is founded
- 2016** Creighton President, the Rev. Daniel S. Hendrickson, SJ, PhD, convenes the Presidential Advisory Committee on Sustainability
- 2017** Creighton establishes the Office of Sustainability Programs and hires its first full-time sustainability coordinator
- 2017** Sustainability is integrated into the Creighton 150 Strategic Plan: Lighting the Way, under Living Our Mission and Global Partnerships
- 2017** Global Engagement Office funds the Planetary Emergency Lecture Series
- 2018** Creighton receives Bronze STARS rating. Before 2018, dedicated staff and faculty worked together to submit a STARS report without a rating; in 2018, their work was memorialized with Creighton's first STARS rating of Bronze.
- 2018** Creighton President, the Rev. Daniel S. Hendrickson, SJ, PhD, signs two presidential commitments: *the Catholic Climate Declaration* and the *St. Francis/Laudato Si' Pledge*
- 2018** Patrick Marta, 2018 CSU president, spearheads a campaign titled Referendum 2SI (2 Sustainability Initiatives), which approved two student government initiatives: phasing out plastic bags on campus (passed with 88% of the vote) and phasing out plastic straws on campus (passed with 81% of the vote)
- 2018** The Schlegel Center for Service and Justice (SCSJ) and Office of Sustainable Programs (OSP) collaborate to create virtual environmental justice orientations
- 2019** Creighton President, the Rev. Daniel S. Hendrickson, SJ, PhD, forms the Sustainable Governance Committee and the Climate Change Task Force.
- 2019** Creighton students organize "Silence for the Climate" demonstration that calls the University to three actions: 1) Divest the endowment from all holdings in fossil fuel companies, 2) set a more ambitious carbon neutrality goal than that of 2050, and 3) make climate change education a requirement for all students. CSU referendum 19-02 calling for fossil fuel divestment passed with 85.6% support.
- 2019** Creighton partners with Catholic Climate Covenant to co-sponsor the biennial "*Laudato Si'*" and the U.S. Catholic Church: A Conference Series on Our Common Home."
- 2020** Creighton hires the first Director of Sustainability
- 2020** Composting begins on campus
- 2020** Creighton commits to divesting from fossil fuel holdings
- 2021** Creighton becomes a *Laudato Si'* University by committing to participate in the *Seven Year Journey Toward Integral Ecology* of the Vatican Dicastery for Promoting Integral Human Development.
- 2021** The Office of Sustainability Programs launches the Creighton Student Sustainability Action Fund

These achievements are significant, but in a spirit of *magis* and guided by the value of prudence, *we all must do more.*



Forward

by Father Hendrickson, SJ, PhD

The Sustainable Creighton Initiative is our University's commitment and comprehensive pathway to faithfully seek hope for and with our students.

In 2010, Most Reverend William S. Skylstad, Bishop Emeritus of Spokane and past president of the U.S. Conference of Catholic Bishops, concluded *Sustainability and Catholic Higher Education: A Toolkit for Mission Integration* by affirming:

Care for God's Creation is not a new component of Catholic identity. It is as old as Genesis and must therefore be integral to Catholic colleges and universities' mission, identity, and everyday life.

Nine years later, the Society of Jesus announced four Universal Apostolic Preferences to guide Jesuit universities and other institutions through the next decade. These include "Journeying with Youth" and "Caring for Our Common Home."

Despite these Catholic and Jesuit calls to accompany young people through ecological action, this generation of students remains deeply concerned for their future. Our students need hope.

On February 24, 2022, one Creighton undergraduate student and one University alumna had the extraordinary opportunity to speak directly with Pope Francis about the climate crisis.

Representing their global peers from around the world, our students described to the pope how the climate emergency and its prospects of catastrophic population displacement, illness, and death are sources of profound anxiety for their generation. They also articulated their hope that the Church and civil society will take science-based action to protect their future. In prophetic witness, however, they named to the Holy Father:

Our generation values authenticity and deplores hypocrisy. U.S. Catholic leaders' failure to share and enact the Church's own climate teachings is



disillusioning young people. Our political leaders' similar failure to take climate action sows doubt and cynicism among us.

As a Catholic, Jesuit institution, Creighton University must be an authentic source of hope for our students—past, present, prospective, and future—who are deeply worried about the sustainability of our common home upon which their future depends.

In the Catholic tradition, hope is not passive wishing. Hope is a virtue that catalyzes bold local and systemic action to advance love, justice, peace, and sustainability—what Christians call the kingdom of God. As a virtue, hope must be informed by other virtues, especially prudence as right reason applied to action. Faced with modern ecological degradation and the climate crisis, hope requires action guided by the best available science.

As outlined in the Introduction, Creighton University recognizes prudent sustainability action will not be easy. It will require rapid carbon neutrality and waste reduction, sustainability curricula and ecological economics, fearless advocacy, and spiritual conversion. Prudent action in these areas will involve difficult conversations and choices, personal and institutional sacrifices, and calculations beyond finance.

However, we also recognize that in fidelity to our Catholic, Jesuit mission, we must commit our resources to science-based action that gives authentic hope to our students and for our common home.

As president of Creighton University, I am pleased to share the Sustainable Creighton Initiative as our faithful, hopeful University commitment to this and future generations.



Executive Summary

Father Hendrickson, SJ, PhD, established the Climate Change Task Force (CCTF) in November 2019, charging the CCTF to work with the Sustainable Governance Committee (SGC) to accelerate Creighton's carbon neutrality goal and update Creighton's climate action plan. The SCI accomplishes both goals by approaching sustainability strategy comprehensively, holistically, and pragmatically. The SCI development process consisted of three phases:

Phase 1: Benchmarking

November 2019–December 2020

Phase 2: Planning

January 2021–April 2022

Phase 3: Implementation, Monitoring and Responding

April 2022 and beyond

After initial meetings and hiring a Director of Sustainability, the CCTF established Guiding Principles for the SCI in May 2020. The Guiding Principles listed below serve as Creighton University's unique definition of sustainability and guided the entire SCI process.

- The Mission of Creighton University
- Truth
- Peace, Justice, and Preservation of Creation
- Stewardship through Prudence
- Education
- Integral Ecology
- Responsibility, Accountability, and Transparency

In May 2020, the CCTF organized into 10 Action Teams (AT). Each AT was composed of at least one student, one faculty member, and one staff member. ATs focused on one specific area of the Association for Advancement of Sustainability in Higher Education's (AASHE) Sustainability Tracking Assessment and Rating System (STARS).¹

CCTF members self-selected their AT to align with their expertise and interest. The eight ATs (Climate & Buildings, Grounds & Water, Purchasing & Transportation, Academics, Public Engagement, Campus Engagement, Dining & Waste, and Planning & Administration) collected STARS data between August 2020 and January 2021.

During Phase Two, ATs used the data collected in Phase One to guide the planning process. Each AT developed projects, programs, or ideas to improve baseline metrics. By September 2020, the SGC received three proposals with ideas developed by each AT. The proposals were organized into three larger theme areas (Academics, Engagement, and Operations). The SCI's structure mirrors those themes.

¹ STARS is a transparent, self-reporting framework for colleges and universities to measure and benchmark sustainability performance. SCI metrics are generally derived from STARS because 1) STARS is the standard tracking and benchmarking tool for institutes of higher education, 2) the metrics used in STARS were explicitly created for higher education over 13 years by experts in the field, and 3) Creighton can benchmark sustainability data against the more than 1,000 institutions that have submitted data through STARS.



The SGC is ultimately responsible for Phase Three of the SCI. Administrators from across campus constitute the SGC because sustainability is the shared responsibility of the entire Creighton community. Individual units have distinct responsibilities throughout the SCI, but together, the SCI is the responsibility of all. The SCI is a living document; it is the responsibility of the SGC to monitor all associated metrics and update the SCI annually. Committee formation is one action the SGC will consider when addressing various goals. All SGC subcommittees will have broad and transparent representation with clear charges and timelines.

After two and a half years of preparation, the Sustainable Creighton Initiative is a plan that charts a course for accelerated impact.

The goals and actions outlined in this plan over the next six years (2022–2028) are intentionally focused on greenhouse gas (GHG) emission reduction, waste diversion, education, and co-curricular engagement. All goals are interrelated concerning Creighton’s commitment to the *Laudato Si’* Action Platform and carbon neutrality.

Creighton is committed to the following goals:

- Achieve a STARS Gold rating by 2028 (STARS, or the Sustainability Tracking, Assessment & Rating System, is a transparent, self-reporting framework for colleges and universities to measure their sustainability performance)
- Ensure that 20% of academic courses include sustainability-related content, and 90% of academic departments offer at least one sustainability-related course by 2028
- Develop a Campus Sustainability Literacy and Culture Assessment and achieve a yearly 25% response rate in first and fourth-year cohorts by 2028
- Reduce scope 1 and 2 Greenhouse Gas emissions by 50% over a 2010 baseline by 2028, and that same year publish concrete steps to achieve carbon neutrality well before 2050
- Decrease total campus waste generation by 25% over a 2019 baseline and achieve a minimum of 35% waste diversion rate across the University by 2028
- Establish an Eco-Fellows Program
- Grow the Creighton Student Sustainability Action Fund funding by 20% annually until 2025 and double applications annually until 2025
- Create and sustain a Fundamentals of Sustainable Living Certificate by 2026
- Create and sustain a Green Office Certification Program by 2024
- Offer Sustainability Focused Campus Tours by 2023
- Expand the Green Games program to all spectator sports by 2026

The SCI is the next step for Creighton to enhance its position as a regional, national, and global leader in higher education by addressing the world’s most demanding and significant issues.



Acronyms and Definitions

Acronyms

AASHE: Association for the Advancement of Sustainability in Higher Education

CCTF: Climate Change Task Force

CSSAF: Creighton Student Sustainability Action Fund

CSU: Creighton Students Union

GHG: Greenhouse Gas Gases

MteCO₂: Metric tons of carbon dioxide equivalent

OSP: The Office of Sustainability Programs

SATC: Sustainability Across the Curriculum subcommittee

SCI: Sustainable Creighton Initiative

SCT: Sustainable Commuting and Travel subcommittee

SGC: Sustainable Governance Committee

SPFS: Sustainability Pedagogy Faculty Seminar

STARS: Sustainability Tracking, Assessment and Rating System

SWM: Sustainable Waste Management subcommittee

Definitions

MteCO₂: Metric tons of carbon dioxide equivalent—a unit used to measure total greenhouse gas emissions. MteCO₂ is standardized to one unit mass of carbon dioxide (CO₂), based on the gas's global warming potential.

Scope 1 Emissions: are direct emissions from Creighton-owned and controlled resources.

Scope 2 Emissions: are indirect emissions from the generation of purchased energy from a utility provider.

Scope 3 Emissions: are indirect emissions from assets not owned or controlled by Creighton but that are directly created from Creighton's value chain (*e.g., emissions generated from university-sponsored travel, commuting, waste disposal and capital goods*).

Second Nature: is a nonprofit that works with campuses to solve climate change. Creighton committed to carbon neutrality by signing the American College and University Presidents Climate Commitment (ACUPCC) in 2010. The ACUPCC is now known as the President's Climate Leadership Commitment, which Second Nature maintains. Creighton reports carbon neutrality process to Second Nature using a tool called SIMAP.

SIMAP: a carbon and nitrogen-accounting platform that tracks and analyzes campus-wide emissions. Creighton uses SIMAP to calculate campus carbon emissions and report yearly totals.



Academics

Creighton exists to provide an excellent Catholic and Jesuit educational experience for all students. Sustainability, or caring for our common home, is a fundamental pillar of the Jesuit tradition. Therefore, Creighton is uniquely positioned to prepare students to understand and address sustainability challenges holistically.

Sustainability is a broad and interdisciplinary field that uses systems thinking to address existential threats for future generations. For years Creighton faculty, staff and students have demonstrated success in the field of sustainability. Students can currently major or minor in sustainability and environmental science. Sustainability-related courses are offered throughout the University in various departments such as biology, philosophy, history, sociology, justice and peace studies, and theology. Researchers at Creighton investigate wide-ranging sustainability topics, including social and ecological problems associated with coal extraction, Catholic social teaching and climate change, and grassland ecology, among others.

The SCI aims to integrate sustainability across the curriculum, allowing all students to understand how sustainability can be an integral feature of their future endeavors.

Goal: 20% of academic courses will include sustainability-related content, and 90% of academic departments will offer at least one sustainability-related course by 2028.

Creighton offers a major or minor in sustainability, and this program is exceptional for students interested in a sustainability-focused career. However, because most Creighton students will not major in this or a natural science focused field, they will benefit from studying sustainability through the unique lens of their discipline. Sustainability science can enrich any area of the curriculum.

Action #1: Develop a Sustainability Across the Curriculum Subcommittee

The first step toward increasing the number of sustainability-related courses is defining what a sustainability-related course is. There is no consensus on the definition of sustainability within the curriculum at Creighton. The SGC will form the Sustainability Across the Curriculum Subcommittee (SATC) to address this issue. The SATC will have representation from all nine colleges and schools, and be constituted by those faculty who have demonstrated the highest expertise shown by records of teaching and or publishing related to sustainability as it aligns with the *Laudato Si'* Action Platform goals and underlying principles of the Catholic intellectual tradition.² Once sustainability in the curriculum is well-defined, the SATC will monitor sustainability-related courses annually, work with faculty to support such offerings or to integrate sustainability in additional courses, and explore and ways to expand capacity for new course offerings in underrepresented areas.

² In the event that it is established that no faculty member in a college has any such demonstrable expertise in sustainability an appointment may be made with reference to other indicators of expertise or interest.



Action #2: Develop a Sustainability Pedagogy Faculty Seminar and Sustainability Fellows Program

The flagship method for developing more sustainability-related courses will be a Sustainability Pedagogy Faculty Seminar (SPFS). The SATC will be charged with maintaining the SPFS. Sustainability pedagogy applies to most disciplines and enhances the curriculum when thoughtfully applied. However, not all faculty have had the opportunity or training necessary to incorporate sustainability science into their existing course material. The SPFS would provide interested faculty with tools to accomplish this no matter their discipline.

The SATC will adhere to best practices when developing the SPFS (*e.g., The Piedmont Project at Emory University and The Sustainability Across the Curriculum Program at Santa Clara University.*) The SPFS will be a multiday seminar featuring a combination of on and off campus experts. Content will focus on fostering creativity, building faculty community, interdisciplinary teaching, and expertise. Faculty will be awarded a stipend upon submitting an updated course syllabus. Once faculty complete the program, they will be admitted to a Sustainability Fellows program that will meet quarterly to discuss challenges and opportunities for sustainability education and research. The SATC also will support recruitment opportunities to ensure interdisciplinary capacity to offer courses in requisite areas (*e.g., “ecological economics” which is a goal of the Laudato Si’ Action Platform and, as Pope Benedict XVI described, requires scholars to “correct models of growth that seem incapable of guaranteeing respect for the environment and for integral human development, both now and in the future”^{xviii}*).

Action #3: Develop and grow sustainability-focused co-curricular groups in all nine colleges

Sustainability-focused co-curricular organizations currently exist within the College of Arts and Sciences (Environmental Science Club and Biology Club), School of Law (Energy, Environment and Sustainability Law Club), and the School of Medicine (Planetary Health and Sustainability Committee). Students and faculty within the Heider College of Business have informally met about forming a sustainability-focused organization for business students. New organizations will be formed organically as student interest in sustainability increases yearly.

Co-curricular groups provide a forum for students, faculty, and staff to plan co-curricular programming focused on sustainability and to organize the infusion of sustainability topics into course content. SATC and the Office of Sustainability Programs (OSP) will organize meetings each semester with co-curricular group leaders to exchange ideas, share programming and network. SATC will develop co-curricular groups in colleges without sustainability-focused organizations.

Goal: Develop a Campus Sustainability Literacy and Culture Assessment and achieve a yearly 25% response rate in first- and fourth-year cohorts by 2028.

Sustainability literacy assessments are designed to evaluate students’ understanding of the interconnectedness of social, economic, and environmental issues and challenges. Sustainability cultural assessments are designed to evaluate sustainability values, behaviors and beliefs and determine the level of awareness of campus sustainability initiatives. The OSP and SATC will work with Analytics and Institutional Research to develop a combined sustainability cultural and literacy assessment.

The assessment will be developed by on-campus experts integrating best practices from the Sulitest, developed by the United Nations’ Higher Education Sustainability Initiative (HESI), and the Assessment of Sustainability Knowledge (ASK) Scale, developed by the Environmental and Social Sustainability Lab at Ohio State University. For best results, a representative sample of the student body will be surveyed during their first and last year on campus. Survey results will inform the OSP, SATC and SGC about the impact of SCI academic goals and actions. The Analytics and Institutional Research team will work with SATC to distribute the yearly survey.



Operations

Creighton University is responsible for more metric tons of carbon dioxide equivalent (MteCO₂) yearly than 2,000 single-family homes.^{xix} Carbon footprint reduction will be Creighton's most impactful action to combat climate change. The SCI is accelerating Creighton's 2028 emission reduction goal from 40% by 2028 to 50% by strategically reducing emissions while improving campus sustainable practices. As Creighton works toward a 50% reduction in emissions over the next 6 years, SGC will also develop a concrete action plan for achieving carbon neutrality before Creighton's 2050 commitment.

Creighton produces over 1.6 million pounds of waste a year—much of this waste can be diverted. Creighton has been recycling waste since the '90s and composting since 2020. The SCI will outline Creighton's next giant leap in waste reduction and diversion.

Goal: Reduce scope 1 and 2 greenhouse gas emissions by 50% over a 2010 baseline by 2028 and that same year publish concrete steps to achieve carbon neutrality well before 2050.

Using 2010 emissions as a baseline, Creighton will reduce scope 1 and 2 emissions 50% by 2028. In 2010, Creighton University accounted for 59,550.35 MteCO₂—by 2028, Creighton will be responsible for at most 29,775.175 MteCO₂ per year.

Creighton will be carbon neutral before 2050.

Second Nature defines carbon neutrality as no net GHG emissions across all three scopes. The SGC has already begun to work with the University administration to outline concrete steps to reach carbon neutrality. Discussions have focused on eliminating GHG from scopes 1 and 2, producing onsite renewable energy, and/or by purchasing carbon offsets.



Action #1: Develop a scope 3 GHG tracking mechanism

Scope 3 emissions are indirect emissions from assets not owned or controlled by Creighton, but that are directly impacted by Creighton's value chain (*e.g., emissions generated from university-sponsored travel, commuting, waste disposal and capital goods*). Creighton Facilities Management historically collected budgets associated with travel to calculate a portion of campus scope 3 emissions. Outside firms have worked with Creighton to estimate commuter trends. Scope 3 tracking was paused after 2017 due to staffing changes and internal processes.

By 2023, the OSP will develop a new method and mechanism to track scope 3 GHG from University-funded travel and commuting—additional scope 3 emissions will be added to the mechanism by 2028. OSP will partner with Strategic Sourcing, Study Abroad, Athletics, and others to track university-sponsored travel and with Public Safety to track employee and student commuting. OSP will integrate scope 3 emissions into SIMAP to develop a complete GHG inventory. Emission data will be submitted to Second Nature and AASHE STARS annually.

Action #2: Develop a sustainable commuting and travel strategy

University-sponsored travel and employee/student commuting account for most of Creighton's scope 3 emissions. Scope 3 emissions must be eliminated or offset before 2050 to achieve carbon neutrality. The SGC will form the Sustainable Commuting and Travel subcommittee (SCT) while the scope 3 tracking mechanism is being developed. The SCT will be charged with maintaining the scope 3 tracking mechanism and working with the SGC to reduce scope 3 emissions. By 2028, the SCT will submit a plan to the SGC to eliminate university scope 3 emissions before 2050.

Goal: Decrease total campus waste generation by 25% over a 2019 baseline and achieve a 35% waste diversion rate across the University by 2028.

Recycling and composting already exist on campus—these tremendous efforts have allowed Creighton to divert waste since the '90s successfully. The entire Creighton community can do better. Creighton currently diverts between 10% and 25% of the waste produced on the Omaha campus. This number is likely underestimated due to a lack of rigor in data collection.

Action: Establish a Sustainable Waste Management Subcommittee

The SGC will establish a Sustainable Waste Management Subcommittee (SWM). The SWM will consist of Creighton and non-Creighton members at the beginning and end of the campus waste chain (supply to disposal). The SWM will be charged with:

1. Accurately and consistently tracking waste generation and diversion across all campuses
2. Recommending strategies to improve and standardize waste diversion infrastructure
3. Developing a culture of sustainable waste management
4. Integrating composting across campus
5. Eliminating single-use plastic on campus
6. Streamlining and internalizing waste collection

Engagement

Educating students about sustainability through coursework alone is not enough. Creighton has a history of exceptional co-curricular engagement opportunities related to sustainability. For years, the Schlegel Center for Service and Justice has offered environmental justice themed community orientations and service trips. The OSP provides sustainability-focused internships, and sustainability is infused into campus orientation.

The potential for learning outside of the classroom is unlimited. The SCI aims to expand sustainability programming with a focus on peer-to-peer learning. Additionally, programming will be thoughtfully expanded to include faculty and staff.



Goal: Establish Eco-Fellows

A sustainability-focused fellowship program (Eco-Fellows) will be offered to first-year students starting in August 2023. Eco-Fellows will have an academic and residential component. Each first-year residence hall will have a minimum of two Eco-Fellows; Eco-Fellows will be evenly distributed throughout first-year halls.

All Eco-fellows will take a course together, focused on the foundations of sustainability, and change management. Eco-Fellows will work in teams (designated by where they live) to provide peer-to-peer education to their hallmates throughout the year. All coursework will focus on residence hall peer-to-peer education and change management. Eco-fellows will be a vital liaison between the OSP and first-year students.

Goal: Increase the Creighton Student Sustainability Action Fund funding by 20% each year until 2025 and double applications annually until 2025

The mission of the Creighton Student Sustainability Action Fund (CSSAF) is to contribute to building a culture of sustainability at Creighton University by enabling, supporting, and financing student-driven initiatives that collaboratively tackle interconnected environmental, social, and economic sustainability issues. For the fund to continue, increased funding will be necessary. During 2021, the OSP raised approximately \$5,000 for the CSSAF. By 2025, the fund should regenerate \$10,000 a year to remain financially sustainable beyond initial investments. OSP will be the primary champion of this goal and will work with University Relations to increase funding yearly.

To maximize the funds' effectiveness, OSP will double applications to the fund each year until 2025, with the goal of eight annual applications by 2025. OSP will partner with the Kingfisher Institute to host two idea generation workshops per semester starting in 2023. Idea generation workshops will be evening events for students to transform ideas into applications.

Goal: Create and Sustain a Fundamentals of Sustainable Living Certificate by 2026

One of the biggest questions asked of the OSP is, "How can I become more sustainable?" This certificate offered to all Creighton faculty and staff will answer that question in a holistic and interdisciplinary way. The course will be developed and delivered similarly to the NOVICE program over one academic year with monthly hour-long lessons. Potential sections of the course will include 1) History of Sustainability; 2) Sustainability at Creighton; 3) The Climate Crisis Part 1; 4) The Climate Crisis Part 2; 5) A Sustainable Diet; 6) Ecological Economics (or Sustainable Political Economy); 7) Global Sustainability Part 1; 8) Global Sustainability Part 2; 9) Advocacy and Social Action.



Goal: Create and Sustain a Green Office Certification Program by 2024

A Green Office Program will engage faculty and staff in adopting environmental best practices in the workplace. The program will offer guidance on conserving energy and water, reducing waste and increasing environmental awareness on campus. OSP will create a checklist and rating scale for offices to follow. The more boxes an office checks, the higher their green office rating will be.

An OSP student intern will manage the program, including promotion and certification. Participating offices will be given a sticker or other recognition according to their rating, which they can affix to their door or display otherwise. This program will impact all facets of sustainability, but most importantly, it will infuse sustainability across the University. Participating offices will be assessed yearly to determine program impact.

Goal: Offer Sustainability Focused Campus Tours by 2023

The OSP will partner with Admissions to incorporate sustainability into campus tours and develop self-guided virtual sustainability tours. Virtual tours will be created using an interactive map to display sustainability features across campus. The OSP will work with Admissions to pull data from post-tour surveys to determine program impact.

Goal: Expand the Green Games program to all spectator sports by 2026

In 2021, OSP and Athletics partnered to promote one women's and one men's soccer game as Green Games. Each game was climate neutral through carbon offsets and zero waste through compost and recycling. Additionally, the players wore green warm-up shirts and information was provided on sustainability. OSP and Athletics will expand the Green Games program to incorporate more sports and involve more intentional marketing.

Goal: Advocate for science-based climate, energy, and other ecological public policies

In the Catholic tradition, social justice that advocates to reform systems, structures, and policies is an expression of love and essential to the fullness of faith.^{xx} This is especially true regarding care for our common home.

Pope Francis emphasizes, "Along with the importance of little everyday gestures, social love moves us to devise larger strategies to halt environmental degradation."^{xxi} Pope Benedict XVI stresses, "The Church has a responsibility towards creation, and she considers it her duty to exercise that responsibility in public life, in order to protect earth, water and air as gifts of God the Creator meant for everyone, and above all to save mankind from the danger of self-destruction."^{xxii}

The Society of Jesus recognizes social justice as essential to the mission of Jesuit universities and explicitly calls them to "social projection" that shapes society through civic engagement.^{xxiii} The society has also identified "Caring for Our Common Home" as one of its four Universal Apostolic Preferences.^{xxiv}

In fidelity to its mission, Creighton University will advocate for city, state, regional, national, and global climate, energy, and environmental public policies that care for our common home commensurate with the best available science. Activities may include, but are not limited to, direct lobbying or facilitating expert testimony and consultation. As part of this work, the University will look for collaborative advocacy opportunities with other stakeholders.

Action: Document climate, energy, and ecological advocacy activities on STARS report

Consistent with the SCI guiding principle of Responsibility, Accountability, and Transparency, the SGC will document its climate, energy, and other ecological advocacy activities in the "Engagement—Public Engagement—Participation in Public Policy" section of each STARS report. Additionally, the SGC will include a Social Projection report as a part of the annual SCI update. The Social Projection report will summarize sustainability-focused advocacy by Creighton and the Creighton community.



Reporting

Each goal and action within the SCI will have at least one attached performance indicator or metric. All SCI metrics will be reported to the SGC through various channels. The table below outlines the metrics associated with each goal and action. All goals and actions will be at least reported annually.

The SGC will report metrics to STARS and Second Nature annually, starting in 2023 (reporting year 2022). The SGC will also report to the *Laudato Si'* Action Platform when appropriate. SIMAP will be used to inventory campus GHG emissions. The OSP will work with the Analytics and Institutional Research team to develop a qualitative assessment to determine individual program impacts by 2023. Finally, the SGC will release an SCI update each April at a signature Earth Month event.





Name	Timeline	Reporting Party	Metric(s)
Increase sustainability-related courses	Launch: 2022 Complete: 2028	SATC	<ul style="list-style-type: none"> % of sustainability-related courses % of academic departments with a sustainability-related course
Develop a Sustainability Across the Curriculum subcommittee	Launch: 2022	SGC	<ul style="list-style-type: none"> Subcommittee established Curricular sustainability definition established
Develop a Sustainability Pedagogy Faculty Seminar and Sustainability Fellows Program	Launch: 2024	SATC	<ul style="list-style-type: none"> # of participating faculty # of courses developed through the program # of students taking SPFS courses Sustainability literacy, and cultural assessment scores
Develop and grow Sustainability-Focused Co-Curricular Groups in all nine colleges	Launch: 2022	SATC	<ul style="list-style-type: none"> # of Colleges with an associated group % of students involved Qualitative assessment of group programming
Develop a Sustainability Literacy and Cultural Assessment	Launch: 2025	SATC	<ul style="list-style-type: none"> First and fourth year response rates Change in scores from year one to year four
Reduce scope 1 and 2 GHG emissions and publish concrete steps to achieve carbon neutrality well before 2050	Launch: 2022 Complete: 2028	SGC	<ul style="list-style-type: none"> Scope 1 & 2 % reduction over 2010 baseline Published plan to reach carbon neutrality before 2050
Develop a scope 3 GHG tracking mechanism	Launch: 2022 Complete: 2023	OSP	<ul style="list-style-type: none"> Mechanism created
Develop a sustainable commuting and travel strategy	Launch: 2022 Complete: 2028	SCT	<ul style="list-style-type: none"> Published plan to eliminate/offset scope 3 emissions before 2050
Decrease total campus waste generation and increase waste diversion	Launch: 2022 Complete: 2028	SWM	<ul style="list-style-type: none"> Total waste produced (lbs.) Waste diversion (%)
Establish Sustainable Waste Management subcommittee	Launch: 2022	SGC	<ul style="list-style-type: none"> Subcommittee established
Establish Eco-Fellows	Launch: 2023	OSP	<ul style="list-style-type: none"> # of students enrolled % of first-year class interaction Course evaluations
Increase Creighton Student Sustainability Action Fund funding and applications	Launch: 2022 Complete: 2025	OSP	<ul style="list-style-type: none"> % of funding increase % of application increase
Create and sustain a Fundamentals of Sustainable Living Certificate	Launch: 2026	OSP	<ul style="list-style-type: none"> Enrollment Course evaluations
Create and sustain a Green Office Certification Program	Launch: 2024	OSP	<ul style="list-style-type: none"> # of offices at each level # of staff and faculty involved Yearly participation assessments
Offer Sustainability Focused Campus Tours	Launch: 2023	OSP	<ul style="list-style-type: none"> # of tours # of participants % of student applicants from tour
Expand the Green Games program to all spectator sports	Launch: 2022 Complete: 2026	OSP	<ul style="list-style-type: none"> # of spectators Waste diversion (lbs.)
Advocate for climate, energy, and other ecological public policies	Launch: 2022	SGC	<ul style="list-style-type: none"> "Engagement–Public Engagement–Participation in Public Policy" section of each STARS report Annual Social Projection report summarizing advocacy activities for past year



Future Pathways

In October 2020, Pope Francis initiated a “synodal process” to discern future pathways in the Catholic Church. Synodality is rooted in dialogue and requires persons, as the pope describes, “to speak with courage and frankness (*parrhesia*), namely to integrate freedom, truth and charity. Only dialogue can help us grow. An honest, transparent critique is constructive and helpful.”^{xxv} He continues that “humility in listening must correspond to courage in speaking.”

As recognized in the Introduction, the SCI is an incomplete step along the way toward better caring for our common home. Informed by honest dialogue in a spirit of synodality, and in reference to the *Laudato Si'* Action Platform, Creighton acknowledges the need for work beyond that explicitly outlined in the SCI.

For example, the *Laudato Si'* Action Platform identifies the goal of “Community Resilience and Empowerment.” As a university with campuses in Omaha and Phoenix, Creighton must continually discern innovative ways to sustainably partner with our communities. This will yield activities not outlined in the SCI but important to Creighton’s on-going sustainability work.

The *Laudato Si'* Action Platform also recognizes the goal of “Ecological Economics.” Grounded in Church teaching, this goal entails working for “the defence [sic] and preservation of common goods such as the natural and human environments, which cannot be safeguarded simply by market forces.”^{xxvi} This requires “correcting models of growth which have proved incapable of ensuring respect for the environment”^{xxvii} though actions such as “ethical investments, divestment from . . . any activity harmful to the planet and people . . . and protecting the dignity of workers.”^{xxviii}

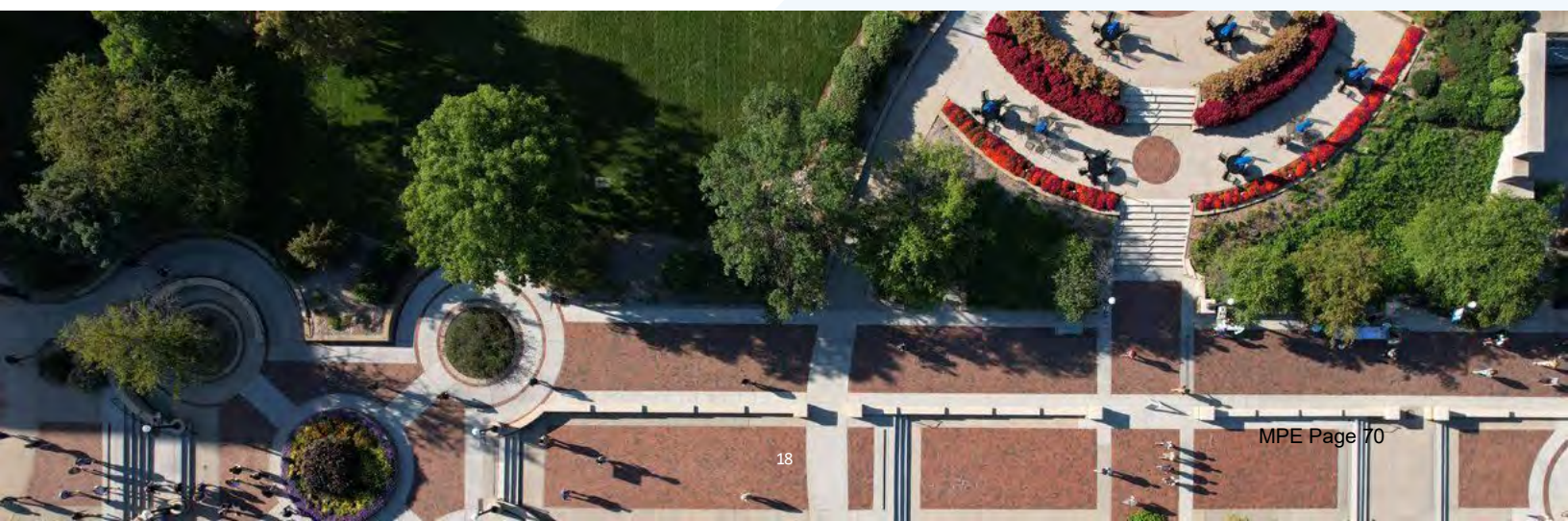
Recognizing the relationship of this goal to “Community Resilience and Empowerment” as part of the SCI

guiding principle “Integral Ecology,” an Action Team recommended the university pursue a living wage policy.^{xxix} Pursuant to the SCI guiding principle of Responsibility, Accountability and Transparency, the Team also recommended a Committee on Investor Responsibility to study and raise awareness about social and environmental impacts of financial investments by the university community.

Although these recommendations were not included in the final SCI, Creighton University affirms the *Laudato Si'* Action Platform principle that worker’s rights and social equity—bedrock principles of Catholic social teaching^{xxx}—are essential to integral ecology. These considerations are thus intrinsic to Creighton’s understanding of sustainability and must be part of all future sustainability considerations.

Since *Laudato Si'* emphasizes that “ecological education” which is an Action Plan goal should especially “enlighten those who possess power and money,” an additional pathway could be an integral ecology formation program for all senior administrators and trustees.^{xxxi} This would ensure that those empowered as chief stewards of Creighton’s Catholic, Jesuit mission are able make decisions with a shared awareness of how integral ecology encompasses all activities and that, as Saint John Paul II asserts, “their responsibility within creation and their duty towards nature and the Creator are an essential part” of the Christian faith that animates Creighton.^{xxxii}

The Ignatian charism *magis* and Jesuit motto *ad maiorem Dei gloriam*, “for the greater glory of God,” inspire Creighton University to always strive for deeper love of neighbor and all creation. As we celebrate release of the SCI, we do so already discerning our next steps along the way to better care for our common home.





Acknowledgments

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Appendix A—Guiding Principles

The Guiding Principles of the Sustainable Creighton Initiative guided the sustainability planning process, serve as Creighton University's unique definition of sustainability, and inform continued institutional action. The Guiding Principles describe the desired future for Creighton University; therefore, they are written in the present tense to make the future easier to imagine.

The Mission of Creighton University

As a Catholic university, Creighton is informed by the Catholic intellectual tradition and Catholic Social Teaching. As Jesuit, Creighton is animated by the spiritual and intellectual resources of the Ignatian charism and by the Ignatian commitment to *magis* or the service of God and the universal good. This *magis* is expressed in part through the pursuit of science-based actions in the protection and Renewal of God's Creation. Caring for our common home and attention to the environmental crisis are essential to our Catholic, Jesuit mission. As comprehensive, Creighton approaches sustainability from a holistic and transdisciplinary lens.

Truth

The scientific and Catholic communities agree that anthropogenic climate change is an existential crisis for creation. To care for our common home, Creighton draws on authentic encounter with human and non-human creation, the best available peer-reviewed science, Christian Scripture and Catholic magisterial teaching. Creighton is particularly attentive to the truth that anthropogenic climate change is an existential and moral crisis for humanity. These truths are the foundation of Creighton's discernment process. Therefore, these truths, as they relate to sustainability, are shared on the SCI webpage as a reminder of procedural justice.

Peace, Justice and Preservation of Creation

Justice requires reconciliation of injustices between persons, communities and creation. Integral social justice equally considers ecological, spiritual, social, political and economic factors in the discernment of institutional policies and institutional social projection of values into society. Creighton engages in deliberations and actions that emerge from socially just processes that are inclusive, prioritize expertise and pursue reconciliation.

Stewardship through Prudence

The Catholic tradition understands prudence as right reason applied to action. Intergenerational solidarity is best achieved through the application of the precautionary principle. This principle suggests that actions should be taken to avoid or diminish morally and unacceptable harm to human life and future generations. In solidarity with all creation, Creighton prudently stewards human, physical and financial resources informed by the truths available through faith and the best available peer-reviewed science.

Education

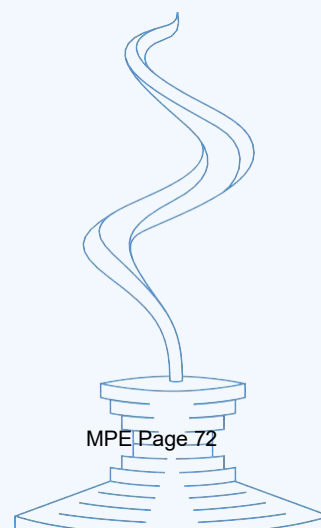
The Ignatian Pedagogical Paradigm holistically incorporates context, experience, reflection, action and evaluation into the education process. Creighton promotes the ecological education and conversion of the Creighton, Omaha, Phoenix, state, national and global communities through teaching, research, scholarship, ministry, and collaborative, authentic encounter with human and non-human neighbors. Creighton is especially committed to academic service-learning and undergraduate research experiences.

Integral Ecology

The Catholic tradition views human persons as sacred, social, spiritual and creaturely beings whose authentic flourishing is bound up with morality that guides and transcends financial efficiency. Care for our common home requires systems-level thinking and integrated perspectives that consider the relationships between material, spiritual, emotional, moral, social, cultural, political and economic realities. Creighton advances interdisciplinary learning, applied scholarship and collaborative problem-solving that convene students, faculty, staff, administrators, community members and elected officials to enact just practices and policies.

Responsibility, Accountability and Transparency

Sustainability is the responsibility of the entire Creighton community—students, faculty and staff—all of whom are servant leaders. Effective and just servant leaders authentically encounter others, listen to all points of view, prioritize truth and morality, and respond to feedback. Creighton diffuses the responsibility and accountability of care for our common home across campuses, colleges, divisions, departments and offices. Creighton enacts transparent decision-making processes in which all involved personnel and decision justifications are made known.





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Appendix F

Creighton University Credo

Creighton, a Jesuit University, is convinced that the hope of humanity is the ability of men and women to seek the truths and values essential to human life. It aims to lead all its members in discovering and embracing the challenging responsibilities of their intelligence, freedom, and value as persons.

We therefore profess, and pledge ourselves to teach in the perspectives of, the following creed:

We believe in God, our loving Creator and Father.

We believe in the intrinsic value of the human beings as created in God's image and called to be his child. This includes all persons and excludes any form of racism and other discrimination.

We believe that the deepest purpose of each man and woman is to create, enrich, and share life through love and reverence in the human community. This motivates our open and relentless pursuit of truth. For this reason we foster reverence for life in all its human potential.

We believe that we should support all persons in their free and responsible life-sharing through family and social systems, and through political, scientific, and cultural achievements.

We believe that we must strive for a human community of justice, mutual respect, and concern. In this context we must cultivate respect and care for our planet and its resources.

We believe that laws exist for the benefit and well-being of individual persons, that legal systems must express the common good, and that all government must be subject to the courageous, though respectful and loyal, criticism of intelligent and responsible citizens.

We believe that the law of justice and love must regulate the personal, family, economic, political, and international life of all persons if civilization is to endure.

We believe in the teachings and example of Jesus Christ.

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