

2024

Graduate Commencement and Hooding Ceremony

DECEMBER 13, 2024



Creighton
UNIVERSITY



Table of Contents

Letter from the President.....	3
Order of Exercises.....	4
Candidates for Earned Degrees.....	5
Traditions of Creighton.....	8
History of Academic Regalia.....	9
Board of Trustees and President's Council.....	10
History of Creighton University.....	11





LETTER FROM THE PRESIDENT

Rev. Daniel S. Hendrickson, SJ, PhD

President, Creighton University



Dear Creighton University Graduate,

On behalf of the Creighton University community, let me offer my heartfelt congratulations on your accomplishments as a member of the Class of 2024. This momentous occasion that we share in the company of family, friends, and supporters, is the culmination of much hard work, perseverance, and personal growth.

I know I join everyone who has helped you and supported you along the way when I say that we cannot wait to see what awaits you in this world of endless possibility. Cherish the hard work that has brought you to this point as you close one chapter and turn the page to discover the next.

I encourage you to take a moment during this celebratory time in your life to reflect on the transformative journey you have undertaken and how it has deepened your understanding of yourself and the world. You are prepared to make meaningful contributions to your profession and the communities you will join and serve.

Know, too, that you are not alone on this journey. The Creighton alumni family counts nearly 80,000 and stretches across the globe. It is a shared bond forged in the experiences of a Jesuit, Catholic education grounded in inquiry, imagination, and inspiration.

You have done something extraordinary in reaching this milestone, but do not let this be the end of your journey. As a changemaker, you do not wait for the world to come to you; rather, you are called to go forth and make it better.

Remember that you are a Bluejay, always. May God bless you and your loved ones on this noteworthy day.

Sincerely,

Rev. Daniel S. Hendrickson, SJ, PhD



Order of Exercises

PROCESSION

MACE BEARER

Mary Ann Danielson, PhD
Faculty President
Professor, Communication Studies

DEAN'S WELCOME

A. Barron Breland, DM
Dean, Graduate School

NATIONAL ANTHEM

Diane Owens, MFA
Instructor of Voice,
Department of Fine and Performing Arts

INVOCATION

Rev. Greg Carlson, SJ, DPhil
Associate Director,
Deglman Center for Ignatian Spirituality

PROVOST'S MESSAGE

Mardell A. Wilson, EdD, RDN
Provost

DEGREE CONFERRAL STATEMENT

Mardell A. Wilson, EdD, RDN
Provost

PRESENTATION OF CANDIDATES FOR EARNED DEGREES

Names read by
A. Barron Breland, DM
Dean, Graduate School

College of Arts and Sciences
Bridget M. Keegan, PhD, Dean

School of Medicine
Robert W. Dunlay, MD, Dean

Heider College of Business
Anthony R. Hendrickson, PhD, Dean

College of Nursing
Jessica R. Clark, DNP, RN, Dean

College of Professional and Continuing Education
Gayla M. Stoner, PhD, Dean

Hooding of graduates will be conducted
by faculty from individual programs.

TURNING OF THE TASSEL

Mardell A. Wilson, EdD, RDN
Provost

STAGE PARTY, FACULTY, AND GRADUATE RECESSIONAL

**PLEASE JOIN US FOR A RECEPTION
IN THE AHMANSON BALLROOM,
4TH FLOOR OF THE HARPER CENTER**



College of Arts and Sciences

MASTER OF ARTS

Edmund Yainao Lunghar
St. Francis, South Dakota
Christian Spirituality

Aidan James Mulholland
Rotorua, New Zealand
Christian Spirituality

Kimberly Jean Nelson
Dublin, Ohio
Christian Spirituality

Huong Thi Nguyen
Phu Tho City, Vietnam
Christian Spirituality

Seth K. Owusu
Avoca, Iowa
Christian Spirituality

Lisa Marie Perkowski
Tampa, Florida
Christian Spirituality

Raquel Marie Tadeo Orbik
Omaha, Nebraska
Christian Spirituality

Amy S. Turbes
Omaha, Nebraska
Christian Spirituality

Myrna Jo Vasa
Nebraska City, Nebraska
Christian Spirituality

MASTER OF EDUCATION

Jack R. Beal
Omaha, Nebraska
Elementary Teaching

Lauren E. Doyle
Omaha, Nebraska
Elementary Teaching

Hayriye Melis Ibrahimiyi
Elkhorn, Nebraska
Elementary Teaching

Genevieve M. Nassa
Omaha, Nebraska
Elementary Teaching

Ariana Gabrielle-Lee Nyambura
Omaha, Nebraska
Elementary Teaching

Nathanael Justus O'Reilly
Omaha, Nebraska
Secondary Teaching

Garrett C. Rolenc
Red Oak, Iowa
Secondary Teaching

Jackson James Smith
Omaha, Nebraska
Secondary Teaching

Tamara Ann Tarver
North Platte, Nebraska
Secondary Teaching

John A. Vierra
Honolulu, Hawaii
Secondary Teaching

MASTER OF SCIENCE

Neha Devi
Panipat, India
Medical Physics

Sarthak Dhungana
Bhaktapur, Nepal
Medical Physics

James J. Kostal
Fremont, Nebraska
Physics

Margaret Ann Mahoney
Chicago, Illinois
Educational Specialist Areas

Maimuna Nagey
Omaha, Nebraska
Medical Physics

Ikenna Emmanuel Odezuligbo
Omaha, Nebraska
Physics

Jacob L. Rath
Fergus Falls, Minnesota
Education and Educational Leadership

Hannah Michelle Schloman
Lee's Summit, Missouri
Medical Physics

Roxanne M. Terán
Nogales, Arizona
Education and Educational Leadership

Harsh Gopee Krishna Uppala
Omaha, Nebraska
Medical Physics

School of Medicine

MASTER OF PHYSICIAN ASSISTANT STUDIES

Alexa Grace Augustine
Scottsdale, Arizona

Colton Riley Belnap
Pocatello, Idaho

Allegra Elaine Blomenberg
Omaha, Nebraska

Luke Pierson Brooks
Pembroke, North Carolina

Kristen Grace Calderon
Frisco, Texas

Sandy Dao
Salina, Kansas

Kennedy Paige Dyer
Scottsdale, Arizona

Sheza Faruqi
Olathe, Kansas

Elisa D. Foreman
Bennington, Nebraska

Kyle Bruce Fowler
Colorado Springs, Colorado

Michele Ihilani Fujita
Waipahu, Hawaii

Clara Jean Genereux
Honey Creek, Iowa

Sophia Rene Gomez
Miami, Florida

Elissa Rae Guttmann
Lake St. Louis, Missouri

Josiah James Hoskins
Blackfoot, Idaho

Hannah Rae Hunke
Snyder, Nebraska

Whitney Pepper Jackson
Wichita, Kansas

Maddison Paige Johnson
Salina, Kansas

Allabelle Lindsey
Highlands Ranch, Colorado

Caitlin Marie Lonergan
Bozeman, Montana

Nick Allen Maddox
Nebraska City, Nebraska

Morgan Alexandra Newman
Yardley, Pennsylvania

Nhung Hong Nguyen
South Sioux City, Nebraska

Aoife Dorothy O'Brien
Scottsdale, Arizona

Justin Chidi Arinze Onwugbufor
Wichita, Kansas

Gracelyn Sales
Council Bluffs, Iowa

Grace Lynn Schilling
Blackstone, Virginia

Kaleb John Schwinefus
Mondovi, Wisconsin

Riley Jo Seidel
Kansas City, Missouri

Mary A. Styren
Dallas, Texas

Jennifer Dahly Thul
Iron River, Wisconsin

Gabrielle Hope Tingstad
Papillion, Nebraska

Emily Rose Volz
Dakota Dunes, South Dakota

Leah Marie Willhite
Overland Park, Kansas

Ashley Katharine Wiseman
Mesa, Arizona

Tara Michelle Wyley
Plymouth, Minnesota

MASTER OF PUBLIC HEALTH

Ansley Elizabeth Atkinson
Minneapolis, Minnesota

Danielle Alexandra Hotalling
Lee's Summit, Missouri

Megan Kailey Skaff
Sioux Falls, South Dakota

Lind-sae D. Wilkes
Olathe, Kansas

MASTER OF SCIENCE

Steve Suk Jae Chang
Fullerton, California
Integrated Medical Sciences

Kelly Nicole Christopher
Bemidji, Minnesota
Integrative Health and Wellness

Aimee De Poortere
Summerfield, North Carolina
Integrative Health and Wellness

Jillian Leah Geoffrey
Colorado Springs, Colorado
Bioethics

Sarah Marie Giacomini
Los Alamitos, California
Integrative Health and Wellness

Katherine Marjory Hillmer
Omaha, Nebraska
Bioethics

Carol D. McCabe
Omaha, Nebraska
Integrative Health and Wellness

Jacob Meierer
Troutman, North Carolina
Integrative Health and Wellness

Rebecca Ke'ala Ka'apuokalani Mahi'ai Akina Meyer
Kalihi, Hawaii
Integrative Health and Wellness

Carley Pels
Seminole, Florida
Integrative Health and Wellness

Leah Rose Krevans Rude
Omaha, Nebraska
Integrative Health and Wellness

Daniel Robert Snyder
Mason City, Iowa
Biomedical Sciences

Lisa Sofiar
Singapore, Singapore
Integrative Health and Wellness

Allison Rene Whitten
Simpsonville, South Carolina
Integrative Health and Wellness



DOCTOR OF PHILSOPHY

Margaret Mary McCann
St. Louis, Missouri
Biomedical Sciences

The rat as a translational model of neurotrauma: Primary somatosensory input and imaging biomarker validation following spinal cord and peripheral nerve injuries

Brian Thien Nguyen
Martinez, California
Medical Microbiology and Immunology

The characterization of circular extrachromosomal RDNA elements in naegleria spp

Seraphine Kamayirese
Kigali, Rwanda
Biomedical Sciences

The development of peptides that target 14-3-3ε in cutaneous squamous cell carcinoma, and exploring the role of residue types in ligand recognition by 14-3-3 proteins

Rachael Ann Urquhart
Omaha, Nebraska
Pharmacology

TREM1-mediated neuroinflammation is critical to global ischemia-induced neurodegeneration and cognitive deficits

School of Law

MASTER OF SCIENCE

Shelby Siera Soper
Adair, Iowa
Government Organization and Leadership

Heider College of Business

MASTER OF ACCOUNTING

Allison Rae Brown
Omaha, Nebraska

Raylynn JiaAn Haas
Tucson, Arizona

Jack Douglas Marasco
Mission Hills, Kansas

Jake Ryan McGregor
Elkhorn, Nebraska

Taylor Kay Mead
Syracuse, Nebraska

Bennett Wu Xia Prince
Victor, New York

MASTER OF BUSINESS ADMINISTRATION

Christopher Aaron Bates
Denver, Colorado

Mohit Bharadwaj ♦
Omaha, Nebraska

Elisabeth M. Bichelmeyer
Mission Hills, Kansas

Hunter Bradley Chandler ♦
Almena, Kansas

Michael Gene Cox ♦
Logan, Iowa

Shane Parker Denton ♦
Omaha, Nebraska

Tyler Joseph Didier
Minneapolis, Minnesota

Kaleena Suzanne Fong
Hastings, Nebraska

Halie Joelle Gill
Omaha, Nebraska

David James Griego
Paradise Valley, Arizona

Brennan Hammer
Omaha, Nebraska

Emily Mae Hegarty ♦
Hartford, Connecticut

Chad S. Jukkala-Lewis
Chicago, Illinois

Peter O'Leary Kiscoan
Omaha, Nebraska

Michael Stone Olson
Burnsville, Minnesota

Graeham Robert Ryan
Omaha, Nebraska

MASTER OF FINANCE

Hunter Bradley Chandler ♦
Almena, Kansas

Thomas Victor Engle
Chicago, Illinois

Joshua Reimann Koerper
Lexington, Kentucky

Breanna Irene Thompson
Omaha, Nebraska

MASTER OF FINANCIAL PLANNING AND FINANCIAL PSYCHOLOGY

Cleo Camille Childress
Nashville, Tennessee

John Joseph Fitzsimons IV
Long Island City, New York

Daniel Gonzalez
Georgetown, Texas

Debbie J. Slaughter
Fort Liberty, North Carolina

MASTER OF INVESTMENT MANAGEMENT AND FINANCIAL ANALYSIS

Peter Tinsley Daood
Wichita, Kansas

Shane Parker Denton ♦
Omaha, Nebraska

Matthew Nathan Eglseder
Omaha, Nebraska

Griffin Green
Montreal, Quebec, Canada

Samuel James Irwin
Marshalltown, Iowa

David George Mowad
Hawthorn, New Jersey

Thomas Mario Schorn
Siesta Key, Florida

MASTER OF SCIENCE

Mohit Bharadwaj ♦
Omaha, Nebraska
Business Intelligence and Analytics

Jose De Jesus Costilla Santana
Grand Island, Nebraska
Business Analytics

Michael Gene Cox ♦
Logan, Iowa
Business Intelligence and Analytics

Richard A. Darrell, Jr.
Omaha, Nebraska
Analytics

Brian Hurler
Los Angeles, California
Analytics

Korinne Bailey Klingelsmith
Fort Collins, Colorado
Analytics

John West Stapleton, Jr.
Kansas City, Missouri
Negotiation and Conflict Resolution

Chad Wendel Thompson ♦
Neligh, Nebraska
Negotiation and Conflict Resolution

Connor Orin Watley
Harrisburg, South Dakota
Business Intelligence and Analytics

College of Nursing

MASTER OF SCIENCE

David Anderson Bérubé
Brule, Wisconsin
Paramedicine

Leann Marie Hunt
Freistatt, Missouri
Emergency Medical Services

Loren Leslee Jones
Lawrenceburg, Indiana
Paramedicine

Joel Henry Otte
West Des Moines, Iowa
Paramedicine

DOCTOR OF NURSING PRACTICE

Carisha Alma Cabasa
Bonney Lake, Washington
Nursing Administration and Leadership
Addressing social determinants of health in diabetes education

Candra C. Day
San Antonio, Texas
Nurse Practitioner - Pediatric Acute/Primary Care

Addressing post-intensive care syndrome with family centered interventions

Kellee LaRae Jindra
Omaha, Nebraska
Implementing Enhanced Barrier Nursing (EBN) Precautions: A quality improvement project

Dolorita Hakoma Onguru
Chicago, Illinois
Screening, evaluation and management of depression by utilizing an evidence-based algorithm in older homebound patients in primary care

Trudie Jeanine Owens
Omaha, Nebraska
Go wish together for pediatric solid organ transplant families

Katie Elizabeth Zander
Omaha, Nebraska
Increasing awareness of interprofessional collaboration in healthcare among high school students

College of Professional and Continuing Education

MASTER OF SCIENCE

Andrew John Eckart
Mead, Nebraska
Organizational Leadership

Emily Mae Hegarty ♦
Hartford, Connecticut
Organizational Leadership

Katherine Cecelia Lamb
Grafton, Wisconsin
Organizational Leadership

Heather Dawn Ord
Beatrice, Nebraska
Organizational Leadership

Lorna Jo Puhl
Council Bluffs, Iowa
Organizational Leadership



Austin John Steele
La Crosse, Wisconsin
Organizational Leadership

Chad Wendel Thompson ♦
Neligh, Nebraska
Organizational Leadership

Sarah Ann Zimmerman
Omaha, Nebraska
Organizational Leadership

DOCTOR OF EDUCATION

Vivian Aidevohi Amu
Omaha, Nebraska
 Leadership preparedness of international students attending American midwestern Jesuit Catholic universities

Staci Harper Bennett
Alexandria, Minnesota
 Outsiders, impostors, and equals: A quantitative study of workplace ostracism, impostor phenomenon, and perceptions of fair treatment

Anna Jo Bruton
Oxford, Florida
 An exploration of proactive followership in the co-creation of leadership process: A qualitative descriptive study

Stanley John Cordero
Santa Rosa, California
 Practices for developing student leaders in California Catholic high schools: A qualitative exploratory case study

Nathan W. Emmorey
Wichita, Kansas
 A case study of financial suspensions in Wichita: What factors keep drivers suspended

Carla K. Dirkschneider
Omaha, Nebraska
 Organizational adaptations during uncertain times: A qualitative study of decision-making in small, hospital-affiliated healthcare colleges

Kevin Montie Fuller
North Platte, Nebraska
 Religious affiliation in women formed by single-gender Catholic schools

Frederick VaShawn Gill
Honolulu, Hawaii
 Factors impacting doctoral success: A phenomenological study

Eric Brian Gray
Graford, Texas
 Perceptions of the influence of transformational leadership on active-duty U.S. Army soldiers' decision-making in enrolling into institutions of higher education

Andre Nicholis Jackson
Fort Lauderdale, Florida
 Plugging the holes of the teacher shortage: A case study of novice teacher development provided by an alternative teacher preparation program

Marcus Edward Johnson
Springfield, Illinois
 A phenomenological study exploring the lived experiences of African American non-profit executives

Marvin Derrick Nick Jones, Jr.
Owings Mills, Maryland
 The rose phenomenon: Making the case for more black female leaders

Kelli Decker Kidwell
Wilmington, North Carolina
 How teacher Psychap is supported or inhibited in a North Carolina public school: A case study

Dan Paul Mabery, Jr.
Tahlequah, Oklahoma
 Academic and non-academic support desired by American-Indian and Alaska native students at midwestern regional university to increase their graduation rates

Samiatu Bogobiri Mante
Accra, Ghana
 Exploring the resilience of Ghana's education system: A case of the state of higher education institutions (HEIS) during Covid-19

Timothy Alan Piper
Oro Valley, Arizona
 An Afghan community's acculturation to the United States: A qualitative study

Natasha Patrice Ramberg
Odenton, Maryland
 B'More for healthy babies: A case study

Brenda Joyce Spencer-Ragland
Lawton, Oklahoma
 Interagency collaboration of agencies supporting homeless veterans

Susan Marie Spethman-Sullivan
Omaha, Nebraska
 A phenomenological study on building math confidence in female high school students: The teacher experience

Aaron Michael Stutzman
Easton, New York
 Exploring shared mental models within submarine tactical multiteam systems

Tyler Toline
West Point, Nebraska
 Rural hospitals CEOs challenges and successes

James Patrick Wetzel
Bellevue, Nebraska
 Identifying core competencies for remote team leadership

Stuart Lee Wilson
Indianapolis, Indiana
 A hermeneutic phenomenological study: Does passion ensure nonprofit leadership excellence?



Traditions of Creighton



Creighton Seal

The Creighton University seal includes elements representing the Creighton family, Creighton's Jesuit tradition and the Omaha Archdiocese.

The gold stripes on the red field, in the upper left-hand quadrant of the shield, come from the family coat of arms of St. Ignatius of Loyola, the founder of the Society of Jesus (Jesuits). The lion rampant comes from the Creighton family coat of arms, and the three seashells on a field of white and red sable come from the Wareham family coat of arms—paying homage to Creighton University's founding families. The design for the shield's final quadrant, in the lower left, comes from the coat of arms of the Archdiocese of Omaha. The starburst behind the shield comes from the seal of the Society of Jesus.



Ceremonial Mace

In the Middle Ages, the mace was a club used in battle and carried by a bodyguard to defend a person of authority. Over the years, it began to lose its warlike image and became a symbol of peaceful leadership.

At an academic institution, the mace is the symbol of the legal and chartered authority of the leadership to whom the board of trustees has delegated authority. When the ceremonial mace is present, the authority of the University is present. Use of the mace is reserved for occasions of outstanding importance, and it is an honor to bear the mace.

The Creighton University mace was designed and fashioned by Brian K. Besack, operations supervisor of the University's carpenter shop, at the invitation of then president, the Rev. John P. Schlegel, S.J. to commemorate the 125th anniversary of the University.

Using a cherry wood baluster from a long-abandoned staircase in the attic of Creighton Hall, the oldest building on Creighton's campus, Besack designed and fashioned the shaft, head and foot of the mace. Each facet of the nine-sided head displays a bronze, gold-plated medallion bearing the name and founding date of the University's schools and colleges. Its foot is sheathed in gold-plated brass, and cradled in its shaft rests the official seal of the University. At its top, the mace is crowned with a three-dimensional blue and gold medallion symbol of the Society of Jesus.



History of Academic Regalia

The robes, hats and hoods worn by faculty members and graduates as they march into the commencement hall, and even the different colors you see on them, have historical origins and significance. During the Middle Ages, scholars at the earliest English and European universities wore wool or fur garments to stay warm in the drafty, stone buildings that were poorly heated. Most of the scholars were also monks or priests, and as such had the hair shaved from the crowns of their heads in the distinctive clerical tonsure. Most wore cloaks that included a hood that could be pulled up to keep their heads warm. The academic gowns and hoods were adapted from both secular and clerical garments of the time, and the hood was chosen by the early scholars to indicate by color, trim or binding the degree held by the wearer.

The style of academic dress most frequently worn in the United States dates back to colonial times, although it was not formally adopted until near the end of the 19th century, when it was chosen as appropriate attire by the Intercollegiate Commission during a meeting in New York. It has remained the general standard in America since, although some variations occur at individual institutions. In the United States, black is the traditional color for academic gowns, although some institutions allow holders of doctoral degrees to wear robes in the university's colors.

The sleeves of the robes vary, depending on the degree held by the wearer. The bachelor's robe has long, pointed sleeves. The master's robe has sleeves that are oblong and closed at the ends, with slits through which the arms may be extended. The doctoral robe has a full sleeve with a velvet facing on the front and at the neck, and three velvet bars on each sleeve. The velvet may be black or of a color that symbolizes the degree held by the wearer.

The head covering most commonly used in the United States is the square, tasseled "mortarboard." Some American universities, however, use berets, and in other countries a variety of styles of head coverings is worn with academic regalia. The tassel is usually black and is worn over the left front quarter of the mortarboard. Holders of doctoral degrees may wear gold tassels.

The hood is the most distinctive feature of American academic dress, which through color and design may indicate the wearer's degree and the institution at which that degree was earned. Hoods are lined with the colors of the institution that awards the degree, and may be faced with the color designating the degree awarded. Hoods vary in length. The bachelor's hood is about three feet long, the master's slightly longer and the doctoral version is longer still and is decorated with broad color panels.

Candidates may have the hood ceremoniously placed upon them, as is done at some British universities, or a college/school may 'self-hood' en masse at the appropriate time during the ceremony as has been the practice at Fordham University in the United States. Additionally, the code allows for the wearing of the hood into the commencement ceremony as part of the academic procession, but only if neither of the two procedures above are being employed.

The code also states: "It is quite appropriate for the bachelor's gown to be worn without a hood." Many institutions, particularly larger ones, have therefore dispensed with the bachelor's hood at commencement ceremonies altogether, though a graduate is still entitled to wear one once the degree is conferred. Honorary and/or earned doctoral degrees are very often conferred by the highest academic officer of an institution bestowing the appropriate hood at the podium, regardless of the procedure being followed for other candidates at the ceremony.

Only one hood may be worn at any given time. Trim colors may not be combined or displayed together in any way to attempt to indicate more than one academic field. The regalia indicating the highest degree attained is usually worn, though the code seems to allow for a graduate to revert for some occasion to the entire academic costume (e.g., robe style, trim width, hood length, etc.) of a lesser degree earned. Those who hold multiple degrees of the same level (i.e., more than one master's or doctorate degree) may wear at any given time the regalia, in its entirety, of any one degree earned. The code does not allow for "mixing-and-matching." The regalia prescribed by an academic institution and the degree actually awarded by that institution to the wearer (as indicated by trim color, hood length, robe style, etc.) must be consistent. The one exception is for officers of the academic institution who, while wearing a doctoral gown of the university being served, may display one hood from any degree earned from any institution.



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*Creighton alumnus/alumna

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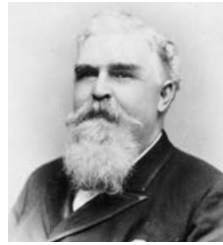
*Creighton alumnus/alumna



Edward Creighton



Mary Lucretia Creighton



John Creighton



Sarah Emily Creighton

History of Creighton University

Edward and Mary Lucretia Creighton, along with Edward's brother, John, settled in Omaha in the 1850s. John married Mary Lucretia's sister, Sarah Emily Wareham, in 1868, and the four are considered the founders of Creighton University. Edward's work with the transcontinental telegraph and freighting, ranching, railroading and banking became a major force in the city's economic development. The two brothers were widely known for their business enterprises, and the two couples were also widely regarded for their philanthropy.

Edward died in 1874, and his widow included \$100,000 in her will to establish Creighton College in memory of her husband. Mary Lucretia died in 1876, and her executors, who included her brother-in-law John, purchased 6.2 acres of land at the northwest corner of what is currently 24th and California streets. The land and additional securities were transferred to Bishop James O'Connor of Omaha, and construction began on the school.

The bishop asked the Jesuits to operate the school and the first president, Roman A. Shaffel, S.J., arrived in Omaha in late 1877; the school opened on Sept. 2, 1878. One priest, two scholastics, a layman and a laywoman formed the faculty. The school began with 120 students ranging in age from 6 to 30. On Aug. 14, 1879, Bishop O'Connor surrendered his trust to the Jesuits, who incorporated "The Creighton University" under Nebraska law. Much of the initial teaching was below the collegiate level; in 1891, Creighton University awarded its first baccalaureate degree.



Edward and Mary Lucretia's generosity is credited with establishing Creighton College, while John and Sarah Emily's philanthropy enlarged it to a five-school university. Today, Creighton University consists of nine schools and colleges:

- College of Arts and Sciences (1878)
- School of Medicine (1892)
- School of Law (1904)
- School of Dentistry (1905)
- School of Pharmacy and Health Professions (1905)
- Heider College of Business (1920)
- Graduate School (1926)
- College of Nursing (1971; four-year bachelor's degree program began in 1958)
- College of Professional and Continuing Education (Established as University College in 1983)



Creighton

UNIVERSITY

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