Questions Related to Community Service
It would appear that the Creighton ethos of “women and men for and with others” is reality compared both to other institutions that value service and community engagement as well as other Jesuit universities.

### During the past 2 years, I have collaborated with the local community in research/teaching
- Creighton: 54%
- Other Jesuit: 34%
- Campus Compact: 42%

### During the current semester, I spend no hours per week doing community or public service
- Creighton: 24%
- Other Jesuit: 42%
- Campus Compact: 39%

### During the current semester, I spend 1 to 4 hours per week doing community or public service
- Creighton: 63%
- Other Jesuit: 48%
- Campus Compact: 50%

### Essential/very important educational goal: Instill in students a commitment to community service
- Creighton: 54%
- Other Jesuit: 40%
- Campus Compact: 38%

### Agree that colleges should encourage students to be involved in community service activities
- Creighton: 93%
- Other Jesuit: 89%
- Campus Compact: 86%

### Agree that most students here are strongly committed to community service
- Creighton: 75%
- Other Jesuit: 66%
- Campus Compact: 41%

Questions Related to Integration of Personal and Institutional Values
It is significantly more important to Creighton faculty to work at an institution that supports their personal values and spiritual lives than faculty at the other Jesuit institutions and the other Campus Compact members.

### Essential/very important to achieve congruence between my own values and institutional values
- Creighton: 70%
- Other Jesuit: 54%
- Campus Compact: 55%

### Agree that my values are congruent with the dominant institutional values
- Creighton: 88%
- Other Jesuit: 71%
- Campus Compact: 68%

### Agree that the spiritual dimension of faculty members’ lives has no place in the academy
- Creighton: 21%
- Other Jesuit: 33%
- Campus Compact: 42%

### Essential/very important to develop a meaningful philosophy of life
- Creighton: 82%
- Other Jesuit: 73%
- Campus Compact: 71%

### I consider myself a spiritual person
- Creighton: 60%
- Other Jesuit: 46%
- Campus Compact: 46%

### I consider myself a religious person
- Creighton: 50%
- Other Jesuit: 35%
- Campus Compact: 34%

Questions Related to CU Mission to Help Students Grow and Develop
Creighton faculty strongly support the institutional mission which emphasizes reflection on values, development of the social and spiritual aspects of students’ lives, and service to others.

### Essential/very important educational goal: Develop moral character in students
- Creighton: 76%
- Other Jesuit: 62%
- Campus Compact: 59%

### Essential/very important educational goal: Help students develop personal values
- Creighton: 67%
- Other Jesuit: 59%
- Campus Compact: 53%

### Essential/very important educational goal: Enhance spiritual development in students
- Creighton: 43%
- Other Jesuit: 33%
- Campus Compact: 24%

### High priority: To develop a sense of community among students & faculty
- Creighton: 74%
- Other Jesuit: 63%
- Campus Compact: 58%

### High priority: To develop leadership ability among students
- Creighton: 72%
- Other Jesuit: 61%
- Campus Compact: 56%

### Agree that colleges should be concerned with facilitating students’ spiritual growth
- Creighton: 69%
- Other Jesuit: 54%
- Campus Compact: 34%

¹Campus Compact is a national nonprofit organization of more than 950 colleges and universities dedicated to promoting community service, civic engagement, and service-learning in higher education.

² denotes a statistically significant difference between the Creighton percentage and the Jesuit or Campus Compact percentage at the .01 level

³ denotes a statistically significant difference between the Creighton percentage and the Jesuit or Campus Compact percentage at the .05 level
Sources of Stress, by Career Stage

When looking at the main sources of stress among the undergraduate faculty, we see there are considerable differences among faculty who are at various stages in their careers. Most notably, early career faculty are more stressed by household and child care responsibilities, personal finances, and lack of personal time than their mid-career and advanced career colleagues who are more likely to be concerned with the care of an elderly parent and keeping up with technology.

<table>
<thead>
<tr>
<th>“Extensive” Stress</th>
<th>All CU</th>
<th>Advanced</th>
<th>Mid-Career</th>
<th>Early Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research/Publishing Demands</td>
<td>25%</td>
<td>15%</td>
<td>28%</td>
<td>29%</td>
</tr>
<tr>
<td>Lack of Personal Time</td>
<td>25%</td>
<td>19%</td>
<td>23%</td>
<td>43%</td>
</tr>
<tr>
<td>Household Responsibilities</td>
<td>23%</td>
<td>12%</td>
<td>20%</td>
<td>48%</td>
</tr>
<tr>
<td>Personal Finances</td>
<td>19%</td>
<td>4%</td>
<td>16%</td>
<td>48%</td>
</tr>
<tr>
<td>Care of Elderly Parent</td>
<td>15%</td>
<td>20%</td>
<td>16%</td>
<td>5%</td>
</tr>
<tr>
<td>Child Care</td>
<td>12%</td>
<td>0%</td>
<td>11%</td>
<td>30%</td>
</tr>
<tr>
<td>Review/Promotion Process</td>
<td>12%</td>
<td>4%</td>
<td>11%</td>
<td>24%</td>
</tr>
<tr>
<td>Keeping Up with Technology</td>
<td>10%</td>
<td>12%</td>
<td>11%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Aspects of Job Satisfaction by Career Stage

Compared with Jesuit colleagues at other private universities, the Creighton faculty is generally more satisfied with the top eleven aspects of their jobs. Except for teaching load, opportunity for scholarly pursuits and salary, over 60% of the Creighton faculty at each stage of their careers are satisfied with the job aspects listed.

<table>
<thead>
<tr>
<th>“Satisfactory / Very Satisfactory”</th>
<th>All Jesuit</th>
<th>All CU</th>
<th>Advanced</th>
<th>Mid-Career</th>
<th>Early Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy and independence</td>
<td>87%</td>
<td>89%</td>
<td>92%</td>
<td>87%</td>
<td>95%</td>
</tr>
<tr>
<td>Quality of students</td>
<td>62%</td>
<td>88%</td>
<td>81%</td>
<td>92%</td>
<td>81%</td>
</tr>
<tr>
<td>Competency of colleagues</td>
<td>79%</td>
<td>85%</td>
<td>96%</td>
<td>81%</td>
<td>86%</td>
</tr>
<tr>
<td>Overall job satisfaction</td>
<td>77%</td>
<td>83%</td>
<td>96%</td>
<td>81%</td>
<td>71%</td>
</tr>
<tr>
<td>Professional relationships with other faculty</td>
<td>73%</td>
<td>82%</td>
<td>85%</td>
<td>80%</td>
<td>86%</td>
</tr>
<tr>
<td>Opportunity to develop new ideas</td>
<td>76%</td>
<td>80%</td>
<td>100%</td>
<td>77%</td>
<td>65%</td>
</tr>
<tr>
<td>Relationship with the administration</td>
<td>54%</td>
<td>68%</td>
<td>73%</td>
<td>65%</td>
<td>71%</td>
</tr>
<tr>
<td>Prospects for career advancement</td>
<td>53%</td>
<td>59%</td>
<td>65%</td>
<td>56%</td>
<td>62%</td>
</tr>
<tr>
<td>Teaching load</td>
<td>49%</td>
<td>56%</td>
<td>60%</td>
<td>58%</td>
<td>43%</td>
</tr>
<tr>
<td>Opportunity for scholarly pursuits</td>
<td>52%</td>
<td>54%</td>
<td>62%</td>
<td>53%</td>
<td>48%</td>
</tr>
<tr>
<td>Salary and fringe benefits</td>
<td>50%</td>
<td>43%</td>
<td>58%</td>
<td>43%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Goals for Undergraduate Education by Career Stage

When examining the top eight goals as ranked by Creighton undergraduate faculty, younger faculty are more likely to believe that there is a place for developing character and values in undergraduate education than advanced career faculty.

<table>
<thead>
<tr>
<th>“Very Important / Essential”</th>
<th>All CU</th>
<th>Advanced</th>
<th>Mid-Career</th>
<th>Early Career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ability to think critically</td>
<td>99%</td>
<td>96%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Help master knowledge in a discipline</td>
<td>96%</td>
<td>93%</td>
<td>99%</td>
<td>91%</td>
</tr>
<tr>
<td>Promote ability to write effectively</td>
<td>87%</td>
<td>89%</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td>Develop moral character</td>
<td>76%</td>
<td>63%</td>
<td>83%</td>
<td>67%</td>
</tr>
<tr>
<td>Prepare students for employment after graduation</td>
<td>67%</td>
<td>67%</td>
<td>71%</td>
<td>62%</td>
</tr>
<tr>
<td>Instill a basic appreciation of the liberal arts</td>
<td>68%</td>
<td>74%</td>
<td>63%</td>
<td>76%</td>
</tr>
<tr>
<td>Prepare students for graduate or advanced education</td>
<td>67%</td>
<td>56%</td>
<td>71%</td>
<td>67%</td>
</tr>
<tr>
<td>Help students develop personal values</td>
<td>66%</td>
<td>56%</td>
<td>68%</td>
<td>71%</td>
</tr>
</tbody>
</table>