

Creighton UNIVERSITY

CREIGHTON IN THE COMMUNITY 2005-2006



**A Report About
Creighton's Outreach, Service,
and Engagement Activities
In Its Local, Regional, National, and
International Communities
September 2006**

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September 5, 2006

Creighton University was recently recognized as a “best-neighbor” urban university by a new national ranking. Creighton was the only university in Nebraska and also surrounding states identified as an example of an academic institution making a positive contribution to the local city by dramatically strengthening the quality of life and economy as well as renewing and revitalizing its surrounding community.

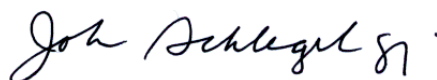
Compiled by Evan Dobell, president and CEO of the New England Board of Higher Education, the newly released “Saviors of Our Cities” list recognizes the top 25 universities and colleges that are “exemplary examples of community revitalization and cultural renewal, economic drivers of the local economy, advocates of community service and urban developers, both commercially as well as in housing.”

This report of “Creighton in the Community, 2005-2006” concentrates on Creighton’s service, engagement, and community outreach. This report is prepared in part in preparation for Creighton’s reaccreditation visit by the Higher Learning Commission of the North Central Association of Colleges and Schools in March 2007.

Creighton keeps records of its on-going service, community relations, and engagement in the local, regional, national, and international communities because we want to make certain that we are fulfilling our mission: to educate women and men in the Jesuit and Catholic tradition which includes opportunities for students to learn how to become men and women for and with others – especially poor and underserved communities. A Creighton education should prepare men and women to be leaders in their careers and professions and to be of service to the world society.

In this report you will find many examples – but not all – of Creighton’s work with the community. I want to thank the many members of our local, regional, national, and international communities who help form our students to be men and women for others. Creighton needs the community as much as the community needs Creighton.

I want to thank the many people who contributed information for this report – especially members of the CU & CUMC Community Relations Network composed of undergraduate and professional students, faculty, staff, and administrators appointed by the Vice Presidents, Deans, and Student Board of Governors.



John P. Schlegel, S.J.

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**EXECUTIVE SUMMARY
CREIGHTON'S SERVICE AND COMMUNITY OUTREACH
ACTIVITIES**

**BASED ON INFORMATION GATHERED
ABOUT SERVICE AND COMMUNITY OUTREACH ACTIVITIES
IN 2005-2006**

**WITH CONCENTRATION ON
PLANS FOR IMPROVEMENT**

The accompanying report details the progress of Creighton's service and community outreach activities from 1996 to 2006. Three instruments were designed to gather the data from different points of view: 1) Detailed information concerning programs held in 2005; 2) Information on faculty, staff, and administrators' service and community involvement in 2005; 3) A qualitative survey of undergraduate and professional students concerning their views about service at Creighton and selected nonprofit organization concerning their views of Creighton's service and outreach activities.

Creighton – different from public or land-grant institutions – does not receive money from the state to run programs conducive to the education of its citizens.

Creighton, as a private Jesuit and Catholic institution of higher education in the public service, either financially supports its service and outreach activities or secures outside funding to educate its students.

That mission-related education is this:

- 1) To provide a high-quality rigorous education for all students and to have undergraduate and professional students learn how to work with and learn from diverse cultures and the poor and underserved of the world so they may become men and women for and with others.
- 2) To have students, faculty, administrators, and staff provide service for and with diverse cultures and the poor and underserved of the world.

The mission of Creighton is to give students an outstanding education and to help them become men and women in service for and with others. Creighton fulfills its mission very well as can be seen in the details of the report.

Sections I. "Creighton's Outreach Programs in 2005" shows that Creighton – in just that year – had 150 programs reported at 440 locations locally, regionally, nationally, and internationally. Those programs served the poor, underserved, and diverse communities.

Section II. "Creighton as Citizen in 2005" shows that Creighton serves and works with local, regional, national, and international communities. Creighton partners with other educational institutions, healthcare institutions, neighborhood communities, business communities, the city, the state, and region to help all involved lead more whole and productive lives.

The charity care dollars provided by Creighton – through the Creighton University Medical Center (CUMC) and the Creighton University School of Law clinic – reached approximately \$23,500,000 in 2005.

Section III. “Creighton As Faith-Based Institution of Higher Education in 2005” shows the consistency with which Creighton – as a Jesuit and Catholic institution of higher education – lives the charisms expected of a Jesuit and Catholic institution. It addresses the following:

- Service to faith-based communities locally, regionally, nationally, and internationally
- Service to diverse populations in the United States -- with focus for the Wisconsin Province of the Society of Jesus (Jesuits) on service to Native American Nations
- Service to the poor and underserved through Creighton’s Center for Service and Justice on campus (which works mainly with undergraduate students)
- Healthcare services provided to the poor and underserved through the various clinics and outreach of the Schools of Medicine, Dentistry, Pharmacy and Health Professions, and Nursing
- Legal services provided to the poor and underserved through the School of Law
- Service to world communities through Creighton’s Institute for Latin American Concern (ILAC) in the Dominican Republic

Section IV: “Summary of Findings from Survey Instrument ‘Survey of Constituents of Creighton’s Outreach and Service in 2005’” – report completed in June 2006.

The findings of this qualitative survey done by Dr. Ruth Tempelmann, an outside consultant, shows that in general Creighton is doing a very good job with its mission to educate men and women to be leaders in their careers and professions and to be of service for and with others. The qualitative survey gives indications of where Creighton can focus its improvement in the next three years. Those specific areas that need more attention are Creighton’s outreach to North and South Omaha.

RECOMMENDATIONS:

From all the information received from the instruments used to find where Creighton presently is concerning its service, engagement, and community relations we recommend the following:

1. Creighton needs to institutionalize the management of its outreach/service/engagement activities.

Creighton does not have one center that overarches the service and outreach programs for all of Creighton University and the Creighton University Medical Center.

It does have a network of persons appointed by the Vice Presidents and Deans accountable for information about their schools’/colleges’/areas’ service and outreach activities. The CU (Creighton University) & CUMC (Creighton University Medical Center) Community Relations Network is composed of 43 members and reports to the Vice President for Institutional Relations. Members of the network are undergraduate and professional students, faculty, staff, and administrators.

At this time there is no central budget for financial support of fundraising, service, and community outreach activities which Creighton has chosen to support because of its mission.

However, the Office of the Vice President for Institutional Relations has a subcommittee composed of members who most frequently support community events called “Community Support – Tables/Walks/Runs – Subcommittee.”

All data concerning Creighton’s outreach/service/engagement activities is kept by the Executive Assistant to the President.

Example: Persons responsible for keeping on top of the engagement and service of Creighton (as one entity) in the community need to continue to report to the President. The person responsible for a type of “strategic planning” for Creighton’s outreach needs to have a reliable network (CU & CUMC Community Relations Network) with whom to work so current information can be given to the President and the President’s Cabinet. The person responsible for the data concerning Creighton’s service and engagement should be able to give the President current and reliable information concerning all areas of Creighton’s outreach.

2. Creighton needs to address the financial stability of its service and community outreach programs because they are so necessary to a Jesuit education.

Creighton’s greatest threat to continuing its broad service to the poor and underserved communities is that half of the 150 programs are funded by outside entities and dependent on grant funds.

Most of the services with and for diverse and underserved populations that are related to learning and service experiences for undergraduate students are financed through the University budget. Examples are outreach activities done through the Department of Residence Life of Student Services and the Creighton Center for Service and Justice. (Note: The operational and personnel costs are funded by the University, but in 2005, the largest of the undergraduate outreach programs, the Spring Break Service Trip program, was self-funded through various means to the amount of \$40,000.)

Also many outreach and service programs provided by the professional schools – except through Creighton’s related dental, medical, and pharmacy clinics – are funded by grants.

We estimate that Creighton has written grants to receive the amount of approximately \$5,000,600 to educate Creighton students as well as to serve underserved adults and youth through educational programs. Examples of programs are these: 1) the Educational Opportunity Program (EOP) which Creighton has done for 30 years, 2) the National Youth Sports Program (NYSP) that Creighton has done for over 20 years (and has been cut for the summer of 2006), and 3) the Creighton@Bryant Center for Technology in North Omaha. Ten of the nineteen major outreach activities to provide education, healthcare, and legal services could lose their funding in the next three years.

Example: To address the information found through our Self-Study process for reaccreditation by the Higher Learning Commission of the North Central Association, we have formed a task force called “Loss of Funding.” The task force represents all areas of the University affected. It is working on developing a model unique to Creighton’s professional schools’ outreach that could be financed by outside entities other than grants.

It used to be true that when one grant ran its three-year cycle, that another grant would be written to carry on the work of the grant. But Higher Education is in a new era concerning grant funding for outreach activities to serve the poor and underserved of our communities. Government cuts – or shifting of government funds to other issues than education and health care for the poor and underserved of our communities – is taking place rapidly. We suspect it will continue beyond the next three years and into the future unless there is a change in the focus of government cuts and spending.

Example: Continue the work of the Task Force on “Possible Loss of Funding” so that Creighton can create an innovative model for service and engagement that would coordinate the work of all of Creighton’s professional schools. The model could gain funding from grants, donors, alumni who found service and engagement to be necessary to their lives.

3. Creighton needs to do a better job of focusing its service and outreach activities.

Most of Creighton’s outreach programs are evaluated and assessed so that they will be improved every year. However, Creighton can do a better job of focusing its outreach of 150 programs at 440 locations. Eighty-six percent (86%) of those programs are in the poorest areas of the Metro-Omaha community. We have found that a number of units internal to Creighton work with the same nonprofit organizations and educational institutions in various communities. Creighton can do a better job of focusing its outreach activities.

Example: The Office of Institutional Relations has put together a Task Force to review where 3 or more of Creighton’s outreach programs are present at the same location. The Task Force is reviewing programs that are operating at a specific location and evaluating whether those same services should continue or whether some of the services can be directed to other communities in need that are not presently being addressed.

This should be an on-going process so that Creighton can – through its students, faculty, and staff – continue to address those most in need in the communities we serve.

4. Creighton needs to make information about its service and community outreach activities and resources more easily accessible to internal and external communities. The services and resources are already there. They are to be used by as many people as possible so our underserved communities can be more educated and receive needed healthcare.

Example: Creighton is in the process of designing a website about Creighton’s Service and Community Outreach activities that will have links to the various schools’/colleges’/units’ websites so information can be readily accessed by the Creighton community as well as persons locally, regionally, nationally, and internationally.

Printed material is designed to inform people of Creighton’s commitment to service and engagement as part of its students’ education. This material is being used in the “Willing to Lead” Campaign as well as for recruiting purposes.

5. Creighton needs to develop a regular schedule to offer one or two mission-related conferences per academic year at no cost to Creighton’s alumni and the public. In 2003,

Creighton's 125th anniversary, the President asked for a number of educational activities to be offered. By having a regular schedule of offerings from many areas of Creighton these purposes will be accomplished:

- Share the expertise of Creighton's academic resources
- Keep visible Creighton as a university that is regionally dominant and nationally prominent

Example of programs developed in 2003 were the following:

- "Fifth International Congress on Dental Law and Ethics: Patient Rights, Access and Justice" (School of Dentistry)
- "The Jews of Eastern Europe – 15th Annual Conference of the Midwest Jewish Studies Association" (Klutznick Chair in Jewish Civilization, College of Arts & Sciences)
- "Justice and the Mexican Migration to the Midwest" (School of Law)
- "U.S. Policy in a Changing World: Ethical and Political Choices – 10th Annual Markoe-DePorres Social Justice Lecture" (College of Arts & Sciences)
- "Leadership in the Service of Others: A Discussion of Expanded Responsibilities of Successful Leaders" (College of Business Administration)
- "Women in Ministry to the Poor: Honoring the Legacy of Mary Lucretia and Sarah Emily Creighton" (University College and Jesuit Community at Creighton)
- "Models of the Eucharist: A Liturgical Theology and Spirituality of the Eucharist" (Jesuit Community and College of Arts and Sciences)
- "A Symposium – The Second Vatican Council: Retrospective and Prospective (Michael G. Lawler Annual Lecture in Theology, The Graff Chair in Catholic Theological Studies (College of Arts & Sciences) and the Jesuit Community at Creighton)
- "Saris, Whistles & Buckets: Justice and Health Through Creative Technologies" (Center for Health Policy and Ethics, Health Sciences)
- Nebraska Book Festival "Books Alive!" (College of Arts & Sciences, Nebraska Center for the Book and Nebraska Humanities Council)
- "The Humane Life: (Kenefick Chair Luncheon – College of Arts & Sciences)
- "Leadership in Ethics Education – An Invited working Conference" (School of Pharmacy and Health Professions)
- "The Creighton Mission: Making Healthcare Work" (Continuing Medical Education, Health Sciences)

6. **Creighton needs to study the results of the data** gathered from the "Institutional Self-Assessment Survey for Creighton's Community Engagement (Adapted from 'Building Capacity for Community Engagement: Institutional Self-Assessment')" completed in September 2006.

Example: Individual schools and colleges, as well as the Creighton University Medical Center, have opportunities to become engaged with local, regional, national, and international communities through research and scholarship. It has been a tradition to be involved with the community since 1878. There may be additional opportunities to engage students and faculty in community scholarship and research that are not being done now. (In process.)

Creighton is possibly in its golden age of academic performance and community outreach and service activities to local, regional, national, and international communities. Much of

this is due to the leadership of its President, John P. Schlegel, S.J. Since his appointment as President of Creighton in 2000, 71 of the 150 programs reported in 2005 for this study, have been initiated.

Creighton has some challenges for the future, but is doing very well as found in this news release in August 2006:

Creighton University was recognized as one of the “Twenty-five urban colleges noted for positive economic and social benefit to their communities and was named as one of the ‘Saviors of Our Cities.’”

Excerpts from the press release follow:

“Dr. Evan Dobelle, president of the New England Board of Higher Education (NEBHE), has released a list of 25 “best-neighbors” urban colleges and universities that, because of their strong positive contribution of careful strategic planning and thoughtful use of resources, have dramatically strengthened the economy and quality of life of their neighboring communities and have become ‘Saviors of Our Cities.’”

The economic impact of institutions on smaller, familiar ‘college towns’ has long been recognized, but the current reality is that many major cities are now dependent on the economic influence and impact of their colleges. Today there are numerous cities where the decisions made by these institutions play the major role in the economic and social health of their community. ...

Inclusion on the list is based on ten (10) criteria that have been designed to accommodate scale in terms of the size of the institution in geography, student population, endowment and with the population of their immediate neighborhood or city. Some, by necessity, include subjective impressions based on 20 years of professional experience. The criteria are:

1. The institution’s longstanding involvement with their urban community.
2. The real dollars invested through their foundations and annual budgets.
3. Their catalyst effect on additional partners for social and economic change.
4. Their presence felt from their payroll, research and purchasing power.
5. Faculty and student involvement in community service.
6. Their continued sustainability of neighborhood initiatives that in many ways have supplanted government programs.
7. The marked difference it has made on local student access and affordability to attend college through K-12 partnerships.
8. The qualitative esprit of the institution in its engagement.
9. The quantifiable increase in positive recognition of the institution as demonstrated by a rise in applications by prospective students and resources raised through renewed alumni giving becoming available for community projects and local scholarships.
10. Recognition of the impact of these institutions within their communities gathered from interviews with educators and public officials throughout the country.”

Patricia R. Callone, MA, MRE
Vice President for Institutional Relations
September 5, 2006

PREFACE

A. Creighton University's Record of Outreach from 1996 – 2006:

In the last 10 years Creighton has provided a consistent record of its outreach to its internal and external communities. The titles and formats of the reports have been prepared in the following manner:

1. Reports

Creighton University in the Community: Institutionally Supported Programs as of April 1996

Creighton University in the Community: Institutionally Supported Programs as of October 1998

Creighton University in the Community: Institutionally Supported Programs as of July 2000

Excerpts from the "Preface" of each of the booklets had this explanation:

"Through the Strategic Planning Process for 'Creighton 2000,' which was begun in 1989, the Community Relations Implementation Committee was developed. Membership on the committee includes representatives from the Vice Presidential Areas of Academic Affairs, Health Sciences, Administration and Finance, University Relations and the President's Office.

In the implementation process for Community Relations, it was decided **in 1992** that the Community Relations and Education Programs Committee would serve as the **Core Committee** for knowledge of Creighton's educational programs and services to the community. As the Core Committee, it serves as an internal network for knowledge of what is going on in the metro-Omaha community concerning Creighton University's outreach....

The Community Relations and Education Committee sees the mission of Creighton in the community as the following:

Creighton will improve the quality of life of the community in which it resides by encouraging thoughtful and well-conducted community relations that will enhance and support educational initiatives.

Creighton will establish effective partnerships with community institutions having values and goals compatible with the mission of the University and in particular those agencies concerned with promoting peace, social justice, and the human dignity of persons.

Regular communication will continue to be established through formal and informal channels, encouraging faculty, staff, and student involvement and by providing institutional support.

INSTITUTIONALLY SUPPORTED means that the programs/activities are fostered by the University, and are on-going, and do not depend on the individual initiative of one person..."

In the process of developing each report – which was considered a Source Document – the committee informally evaluated how well it believed Creighton University was fulfilling its goals.

In the July 2000 report these words appear: “In summary, the Community Relations and Education Programs Committee believes that Creighton is fulfilling its mission to the community:

Creighton does improve the quality of life of the community in which it resides by the educational programs and service activities it provides.

Creighton students, faculty, staff, and administrators role model what the University teaches by providing leadership and service to the community....

Copies of this Source Document are being given to the following persons:

President, Vice Presidents, Deans, and Directors on the University Organizational Chart
Persons designated as contacts for programs and services listed in this document
Members of the President’s Community Advisory Board for Creighton University
Members and Liaisons of the Community Relations and Education Programs Committee
President of the Faculty and Chairperson of the Staff Advisory Council.”

At the 2000 fall meeting of the President’s Community Advisory Board, which is composed of approximately 40 leaders in the local community, the community members asked for a list of contacts along with information about what Creighton is doing so the community would know whom they should contact for specific programs/outreach/services in the future.

After that meeting the format for information for the reports changed. It was decided that the most usable format for both internal and external communities would be in a brochure format. In the brochure, Creighton would list contacts for the community to access and give an overview of Creighton’s outreach.

2. Brochures

In 2002 a brochure was distributed concerning data about **local** programs in 2001. The title of the brochure was “**CU in the Community, Community Relations.**” Along with the brochure that listed Creighton contacts, the web address of the Community Relations website was listed so anyone who wanted to know more about the Creighton programs could access information about them.

In 2003 a brochure was distributed concerning data about **local** programs in 2002. The title of the brochure was “**Creighton University Making a Difference in the Community.**” That brochure also listed Creighton contacts, gave definitions about Creighton’s Guidelines for Partnership with the Community, and described Creighton’s service at all levels: Professional Education, Service-Learning, Community Service, Faculty/Staff Outreach, and Creighton as a Community Resource. It also listed Creighton contacts and all the Metro-Omaha agencies with which Creighton worked as well as the web address for further information about the programs.

In 2004 a brochure was distributed concerning information about Creighton's **outreach locally, regionally, nationally, and internationally in 2003. This was the first time that Creighton's outreach beyond the local community was included.** This brochure also celebrated Creighton's 125th anniversary. Again, the website was updated to include information about the programs. This brochure did not list all Creighton contacts of the CU & CUMC Community Relations Network (renamed from the Community Relations and Education Programs Committee), but only the names of the main contacts: Patricia R. Callone, Vice President for Institutional Relations, and Joyce D. Bunger, Assistant Dean, School of Nursing.

3. Gathering Data About Creighton's Outreach

In 2005, it was noted that Creighton would be gathering data for its reaccreditation process by the Higher Learning Commission of the North Central Association for review in March 2007. There was a new criterion by which Creighton would be evaluated – Criterion Five: Engagement and Service. It was decided to gather the information needed for the Self-Study for reaccreditation and then to design printed material for the community based upon that information.

The Vice President for Institutional Relations decided that three instruments needed to be designed to gather the information more consistently. Those instruments are the following:

- Instrument #1:
“Creighton's Community Outreach Questionnaire – Service/Engagement/Partnership Programs from January 1, 2005, to December 31, 2005.” Information gathered by CU & CUMC Community Relations Committee and their colleagues (Attachment A)
- Instrument #2:
“Creighton's Faculty, Staff, and Administrators' Involvement in the Community in 2005”
- Instrument #3:
“Survey of Constituents of Creighton's Outreach and Service” done in 2005-2006”

The information gathered by the three instruments about Creighton's outreach in 2005 can be used as a benchmark of where Creighton is/ what Creighton is doing/ and how well Creighton is meeting its goals concerning engagement and service.

The benchmarked data for the Self-Study process can be used every time a report is needed about Creighton's outreach/service/engagement locally, regionally, nationally, and internationally. The instruments should be used every two or three years – always measuring how Creighton is improving its engagement and service for **student learning** and **community enhancement**.

In fall 2006 various printed materials for distribution to Creighton's internal and external communities were completed and distributed to the following:

- Creighton's Board of Directors
- President's Cabinet and Advisory Board
- All VP's, Deans, and Directors on the Organization Chart of the University
- Academic Council
- Staff Advisory Council
- President's Community Advisory Board
- All Members of the CU & CUMC Community Relations Committee

- Copies to Creighton's three libraries
- Undergraduate Admissions office
- Professional schools' Admissions offices

The Community Relations website was updated in 2006 to be consistent with all printed materials.

The *Creighton Magazine*, fall issue, featured an article concerning Creighton's outreach together with information provided by Dr. Ernest P. Goss, Professor of Economics and holder of the Jack A. MacAllister Endowed Chair of Regional Economics, College of Business Administration.

4. "Institutional Self-Assessment Survey for Creighton's Community Engagement" (Adapted from Building Capacity for Community Engagement: Institutional Self-Assessment, 2005, Community-Campus Partnerships for Health)

After using the three instruments developed by Creighton to gather data about its outreach in 2005, it seemed necessary to find a tool that was not developed by Creighton to assess Creighton's present community engagement activities in order to plan for future opportunities.

The tool chosen to use to assess Creighton's community engagement was taken from the "Gelmon SB, Seifer SD, Kauper-Brown J and Mikelson M. (2005) Building Capacity for Community Engagement: Institutional Self-Assessment. Seattle, WA: Community-Campus Partnerships for Health. www.ccph.info."

The survey was sent to all Vice Presidents and Deans as well as 134 faculty, administrators, staff, and student representatives in August 2006. Gathering and analyzing this data will be done in fall 2006.

B. Creighton University Alumni Survey – Undergraduate Responses from Alumni Graduating in 1987, 1988, 1997, and 1998 (only Sections Concerning Alumni Responses About Values and Mission)

Executive Summary

Creighton University has been using the same survey instrument to determine alumni satisfaction with their education and currently held personal values since 1994. The survey is composed of three parts. The first part includes thirty-one questions related to assessment of the undergraduate experience and the skills gained from that experience. The second part examines the importance of personally held values. The third part asks for comments on three questions related to their Creighton experience.

Seven hundred fifteen alumni who graduated in 1987, 1988, 1997 and 1998 responded to the most recent survey. While the survey elicited a reasonably good response rate of twenty-six percent, it must be noted that it is unknown if those who responded represent those who did not respond. Therefore, results must be considered suggestive rather than definitive....

Analysis of the data leads to the following conclusions:

- The educational and personal growth experiences that make a difference to Creighton alumni and, in fact, determine their satisfaction with their undergraduate education coincide with Creighton's mission statement to provide an education that *"is directed to the intellectual, social, and spiritual aspects of students' lives and to the promotion of justice"*.
- As the University continues to emphasize and communicate its Jesuit mission to new community members, there appears to be more internalization and acceptance of its importance. The most recent graduates (1998) scored significantly higher on the Service and Justice scale than those leaving Creighton in 1987 or 1988. Further, statistically significant differences observed between 1987 and 1988 graduates of the Colleges of Arts and Sciences and the College of Business on values espousing service and justice issues are not observed in 1997 and 1998 graduates of those colleges.

1. Values

Four "themes" regarding personally held values emerge from the second part of the Alumni Survey. The themes are:

Service and Justice
 Traditional Success Values
 Personal Happiness
 Family, Faith and Ethics

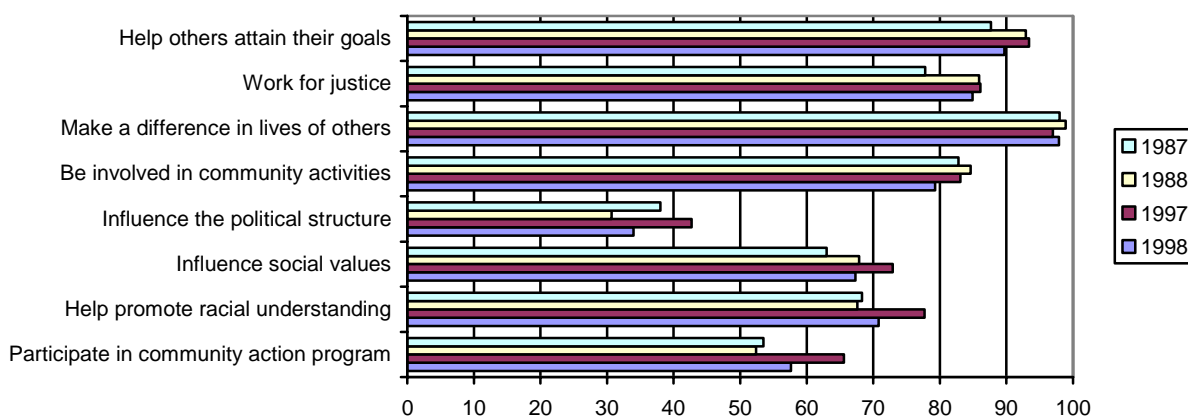
As there were no interesting differences between years of attendance and school/college of enrollment on the Personal Happiness and Family, Faith and Ethics "themes", only the Service and Justice and Traditional Success "themes" are discussed.

Service and Justice

There are eight practices/accomplishments in the "Service and Justice" theme:

- To help others attain their goals
- To work for justice
- To make a difference in the lives of others
- To be involved in the activities of my community
- To influence the political structure
- To influence social values
- To help promote racial understanding
- To participate in community action programs

Chart 5: Service & Justice Values



Four of the eight practices/accomplishments in the Service and Justice theme stand out as most important to these Creighton alumni with over eighty percent indicating the practice/accomplishment is essential to their lives. These values confirm Creighton's goal of developing "women and men for and with others" who promote justice:

- Ninety-eight percent of the respondents indicated that making a difference in the lives of others was essential.
 - Ninety percent of the alumni indicated that helping others attain their goals was essential.
 - Eighty-four percent of the respondents indicated that working for justice was essential.
 - Eighty-two percent of the respondents indicated that being involved in community activities was essential.
-
- When the seven variables in the Traditional Success Values were combined into one scale and analyses completed, a clear distinction between those graduating in different decades can be seen. For the more recent graduates (1997 and 1998), College of Business alumni scored significantly higher than Arts and Sciences, Nursing or Health Professional alumni on this scale. For the older graduates (1987 and 1988), however, both the Colleges of Arts and Sciences and Business alumni as well as Health Professions alumni scored significantly higher than the School of Nursing graduates.
 - Traditional Success Values are significantly more important to male graduates than to female graduates.

Conclusions: Values

- As the University continues to emphasize and communicate its Jesuit mission to new community members, there appears to be more internalization and acceptance of its importance.

2. Creighton Mission and Alumni Responses

Part of the impetus for the Alumni Survey was to determine how graduates evaluate their Creighton experiences, especially those that reflect the goals and purposes of the University as

articulated in the Mission statement. The relevant parts of Creighton’s mission statement and survey responses follow:

| <i>“and to the promotion of justice...”</i> | 1987 | 1988 | 1997 | 1998 |
|---|------|------|------|------|
| My experience at CU fostered my sense of social responsibility. | 87% | 88% | 89% | 92% |
| It is personally important to work for justice. | 78% | 86% | 86% | 85% |
| It is personally important to influence social values. | 63% | 68% | 73% | 67% |

“The one feature most important to me was the emphasis on social justice. I participated in a spring break service trip which was very influential to my outlook on life.” 1998 Health Professions

“The curriculum of the justice and peace studies co-major which included service-learning and critical analysis of structural injustice and how I could be part of movements for social justice.” 1998 Arts and Sciences

“I learned the Jesuit spirituality and philosophy of being a man/woman for others. Within this context, the academic striving for excellence and the obligation to service and justice are most important. “ 1987 Arts and Sciences

Creighton instilled the desire to be a man for others, to be involved in my community, and to always do my best.” 1997 College of Business

| <i>“Service to others...”</i> | 1987 | 1988 | 1997 | 1998 |
|---|------|------|------|------|
| It is personally important to make a difference in the lives of others. | 98% | 99% | 97% | 98% |
| It is personally important to help others in difficulty. | 93% | 92% | 94% | 90% |
| It is personally important to assist the poor. | 92% | 86% | 83% | 80% |
| It is personally important to help others attain their goals. | 88% | 93% | 93% | 90% |
| My experience at CU influenced me to serve others. | 85% | 84% | 83% | 85% |

“I most appreciated Creighton’s focus on social justice and service of the poor. I learned most specifically that, by being at Creighton, I was responsible not only to educate myself, but also to serve the larger community with my talents and gifts. Creighton taught me to think beyond myself. “ 1998 Arts & Sciences

“Creighton really taught me the importance of giving back to the community that is around me and of giving myself to others. Although I am not Catholic, the values at Creighton instilled in me I will remember always.” 1998 Arts and Sciences

“The most important feature of my C.U. education was emphasis on service to others – I was involved at C.U. with service trips and as an R.A. and I feel I still carry this today with family, friends, and others that need help in my community.” 1997 Arts and Sciences

“Service work- helping me to see other ways of life, working with those who struggle, has helped me to have a better understanding of what is important to me and how I am called to serve others. Creighton helped me to see the benefits of

my chosen field (medicine) but many other ones too (politics, philosophy,
language, arts, etc.)”
1997 Arts and Sciences

Prepared by Office of Academic Excellence and Assessment/Institutional Research, June 2006,
Dr. Stephanie Wernig

OBSERVATIONS ABOUT CREIGHTON'S OUTREACH IN 2005

In the book Putting Students First – How Colleges Develop Students Purposefully by Larry A. Braskamp (Loyola University Chicago), Lois Calian Trautvetter (Northwestern University), and Kelly Ward (Washington State University), copyright 2006, Creighton's work with students is cited 33 times from pages 1 to 187.

On page 1, this quote appears: "If there is one sentence everyone around here can quote it is 'Creighton University exists for students.'" -- Dean, Creighton University

In the chapter on "Community" the authors talk about Creighton's students' service in the School of Medicine as well as students' and their work through the Creighton Center for Service and Justice. In the "Summary" the authors state:

"Campus community is about creating communities that are open, welcome, and caring of all members. It also means engaging with communities beyond the campus. In light of the diversity of religion, race, gender, and thought that is present within institutions in our study, we found that campuses were thoughtful in how they cultivate community and external community relations...."

With the above in mind, here is a summary of the outreach sites that were visited by Creighton in 2005.

A. Physical Sites for Outreach

150 programs found in 440 locations (Some programs have more than one site for the outreach.)

35 private schools served in the state of Nebraska. Those that have 3 or more units of Creighton working with them are the following:

- Assumption and Our Lady of Guadalupe (4)
- Holy Ghost (3)
- Jesuit Middle School (6)
- Mary Our Queen (3)
- Pine Ridge/ Red Cloud (6)
- Roncalli (3)

17 public schools in the state of Nebraska. Those having 3 or more units of Creighton working with them are the following:

- Benson High School (3)
- Bryan High School (4)
- Central High School (3)
- Kellom Academy (6)
- Liberty Elementary (5)
- South High School (3)
- North High School (4)
- Northwest High School (3)

Other agencies/nonprofits that have 3 or more units of Creighton working with them are the following:

- Catholic Charities (4)
- Fred LeRoy Health & Wellness Center (3)
- Habitat for Humanity (4)
- Nebraska Aids Project (3)
- One World Community Health Center (4)
- Salvation Army (3)
- Siena/Francis House (10)

Last year an agency contacted Creighton and asked that Creighton itself do a better job of coordinating different units offering their services to them. The agency had lost some funding and did not have staff to keep up with the services offered by Creighton. We said that Creighton would try to help coordinate our outreach.

It is in our Strategic Plan for Creighton's future outreach that Creighton contact the schools, agencies, and nonprofits that have more than 3 units of Creighton working with them in 2006-2007. It is our intention to check to see if the school or agency wants coordination from Creighton itself as students, faculty, staff, and administrators continue to work with them.

440 locations: (Approximate numbers of sites as reported)

- 313 locations **locally** in Omaha: 270 (86%) programs east, north, and south of 72nd St – in the poorest areas of Metro-Omaha ; 43 (14%) programs west, north, and south of 72nd St.
- 64 locations **regionally in these 5 states**: out state Nebraska, Iowa, Kansas, Missouri, and South Dakota
- 43 locations **nationally in these 21 states**: Alaska, Arizona, California, Colorado, Georgia, Hawaii, Illinois, Indiana, Louisiana, Minnesota, Montana, New Mexico, Oregon, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin, Wyoming, and Washington, DC.
- 20 locations **internationally in these 7 countries**: Dominican Republic, El Salvador, India, Kenya, Peru, Chile, Sri Lanka, Sudan

B. Website Outreach

If one were to add the **electronic outreach to world communities of Creighton in 2005**, one would add this:

- The **Online Ministries programs are used in every state of the USA as well as in 125 + countries**. Here is a listing of the top countries that regularly use the Online Ministries resources: Argentina, Australia, Austria, Belgium, Brazil, Canada, Chile, the Czech Republic, Denmark, Dominican Republic, Eritrea, Estonia, Fiji, Finland, France, Germany, Hungary, India, Indonesia, Ireland, Italy, Japan, Kenya, Lithuania, Malaysia, Malta, Mexico, Netherlands, New Guinea, New Zealand, Norway, Peru, Philippines, Poland, Portugal, Romania, Saudi Arabia, the Slovak Republic, Singapore, South Africa,

Spain, Sweden, Switzerland, Thailand, Taiwan, Tanzania, Tobago, Trinidad, United Kingdom, US Military, Viet Nam, Virgin Islands, Yugoslavia.

- Jim Bretl, Director of the Creighton University Career Center, and his colleagues developed the National Jesuit Collegiate E-Fair, the first-ever **National Jesuit Collegiate E-Fair**. The E-Fair allows student and alumni from 19 participating Jesuit institutions to view jobs and internships across the country.
- Much outreach is done through the three libraries at Creighton: the **Reinert Alumni Memorial Library, the Health Sciences Library, and the Law Library**.

A Special outreach is provided through the Creighton Health Sciences Library through the work of Siobhan Champ-Blackwell, Community Outreach Librarian. The **Community Outreach Librarian** focuses on inner city institutions and on institutions training minority health professionals. She also develops programs that focus on reaching minorities, senior citizens, and low income populations.

- Faculty regularly do their research and scholarship with other scholars around the world. As one professor put it, “I can stay in Omaha at Creighton where I have family and colleagues and work with anyone I wish around the world. I don’t have to move any place else.”

I: CREIGHTON'S OUTREACH PROGRAMS IN 2005

A. Creighton's Engagement & Service In Communities – Locally, Regionally, Nationally, and Internationally

1. Beginnings

Once upon a time there was a private Jesuit Catholic University that was founded in a small town called Omaha, Nebraska, on the banks of the Missouri River. The year was 1878.

The founders were two brothers and their wives with the last name of Creighton. They were wealthy, generous people of Catholic tradition. Both families had small children die on the frontier. Upon the death of Edward Creighton, Mary Lucretia, wife of Edward, carried out his wishes and started the Creighton College of Arts & Sciences. This was the first Catholic college to be free of tuition to educate children of the pioneers.

John, with his wife Sarah Emily, started the Creighton School of Medicine to take care of the health needs of the community. Many believe that the College of Arts & Sciences and the School of Medicine became the benefactors (or children) of the Creightons. Many stories have been written about the leadership of the Creightons as they helped educate the citizens, provide health care, and take care of Omaha's poor.

The Bishop of Omaha, the Right Reverend James O'Connor, D.D., invited the Society of Jesus to teach and administer Creighton College. The Jesuits accepted the invitation. It was a perfect match for the vision and values already begun by the Creighton family. For years the Jesuits had been recognized throughout the world as excellent teachers.

All the above is referenced to point out that from Creighton's very roots – the founding Creighton family and the Jesuits – Creighton has concentrated on excellence in teaching and forming men and women to be of service for and with others.

These are the roots of Creighton's engagement and service for and with diverse communities in the world.

2. Maturing

In its first 105 years (from 1878 to 1983) Creighton grew to have 9 schools and colleges with undergraduate, graduate, and professional degree programs. Each school and college grew with **its own particular outreach to various communities**. All nine schools and colleges and the University have full accreditation and each has been acknowledged for its excellence in education and unique service, partnerships, and engagement with the particular communities it serves.

With the advent of new technologies available to higher education and the explosion of new opportunities for education and service, Creighton advanced even more. It remained true to its roots – educating students to be leaders in their careers and professions and helping them learn to be men and women in service for and with others. Now there were new ways of living its mission of educating and helping women and men learn to be of service for and with others.

The new ways brought new challenges. A challenge for those interested in assuring that Creighton's outreach was integral with its teaching mission was to develop a way to get a handle on what Creighton was doing and where it was doing it. **Each** college and school could tell its own story. But Creighton did not have knowledge of what **it** – as **one entity** (all 9 schools/colleges and other units of Creighton together) was doing in various communities locally, regionally, nationally, and internationally.

Outside audiences wanted to know: 1) How do nonprofit communities – locally, regionally, nationally, and internationally – approach Creighton to benefit from its outreach? 2) Where is Creighton already engaged in the community? 3) Could Creighton students, faculty, and staff help us fulfill our particular mission. 4) As a Jesuit Catholic University how could Creighton help persons of faith grow and develop in their adult years?

Inside audiences wanted to know: 1) Which kinds of outreach should be our priorities – according to our mission and values? 2) When asked to help serve, what opportunities should Creighton say “yes” to? What opportunities should Creighton say “no” to? Creighton is first and foremost an institution of higher education, but with a formative mission as well – helping men and women students, faculty, and staff become persons in service for and with others.

3. An Answer to a Challenge

To respond to these questions, in 2001, the Office of Institutional Relations with the guidance of the President and his Cabinet, developed a network of representatives named by the Vice Presidents and Deans to become a network of information about Creighton's outreach and partnerships.

The network came to be known as the CU & CUMC Community Relations Network (Attachment A). In 2001, 2002, and 2003 brochures were developed and distributed throughout the University as well as to the President's Community Advisory Board and all nonprofit agencies, schools, etc., with which Creighton was involved. Similar information with names, e-mail addresses, and phone numbers for every unit of Creighton was put on the Community Relations website. Through printed material and the internet Creighton made itself available to the public. The Office of Institutional Relations became the main contact. The 32 members of the CU & CUMC Community Relations Network made the follow-up contacts.

In 2003, the Community Relations website became a source of information about Creighton's outreach on its 125th anniversary. The web carried stories and statistics about Creighton's outreach locally, regionally, nationally, and internationally.

As a result of the work done in 2003, Creighton learned a number of things about its outreach:

- 1) Creighton needs the community as much as the community needs Creighton. Creighton needs the community to be a partner in helping develop men and women to be in service for and with others.
- 2) The community needs Creighton for its educational expertise that shows itself in service, engagement, and partnership with all communities, but especially with poor and underserved communities.

- 3) Many different units of Creighton work with the same agency. For example: 5 schools/colleges/units of Creighton may work with one specific agency like the Siena/Francis House. The Siena/Francis House benefits from Creighton's partnership with the people they serve. But the individual units of Creighton do not necessarily know what the other Creighton units are doing with the Siena/Francis House.
- 4) Agencies would appreciate it if Creighton could be more coordinated in its efforts to be of service to the community.
- 5) Some nonprofits have come into existence in Creighton's immediate neighborhood (72nd Street north, south, and east) that have no units of Creighton working with them.

4. Where Was Creighton – (All Schools/Colleges/Health Units, etc.) – And What Was She Doing?

Because of its findings in 2003 the Office of Institutional Relations developed a plan to do a more thorough review of what Creighton's outreach was in just one year – 2005. During 2005 a tool – the “Creighton Community Outreach Questionnaire” – was developed in cooperation with all members of the CU & CUMC Community Relations Network as well as other experts in the Creighton community.

In January 2006, the questionnaire was sent to 60 members of the Creighton community to complete information concerning specific outreach programs that had these qualities. The Creighton programs reported must be:

- 1) **Institutionally supported**; that is, Creighton (as an institution) is involved – and continues involvement -- with the program. The program is not dependent on one person.
- 2) The program is **on-going or has a life of its own**; that is, it occurs in a pattern – every year, every other year, etc.
- 3) The program is **free to the public**. (This is to separate the programs reviewed in this questionnaire from the many good programs like “Arete” and “Ad Astra” from University College. Those programs are an outreach, but there is a fee for participation.)

B. Information Received From Instrument #1: “Creighton's Community Outreach Questionnaire” – Service/ Engagement/ Partnership Programs from January 1, 2005, to December 31, 2005 (Questionnaire copyrighted by Creighton in 2006)

1. How Many Outreach Programs Occurred?

A total of **150 programs** were described. (Attachment B to this section has the names of all programs described and the names of those who submitted the information). This questionnaire was **one** tool by which Creighton gathered information to learn more about its involvement in 2005.

Each program had multiple sites of operation. For example, the “Adopt-A-School Program” was described once, but the program takes place at 5 different schools – so five different sites. (The sites where programs were located is addressed in “Observations.”)

Evidence to show that Creighton lives its mission of educating men and women to be leaders in their careers and professions and to be of service for and with others in their present and future world communities is found in the results of the “Creighton Community Outreach Questionnaire” over programs in 2005. Here are the results.

2. Who Submitted Information About Creighton’s Outreach?

The entire Creighton community – students, faculty, staff, administrators, and alumni are annually engaged in outreach programs – especially to the poor and underserved.

The positions of the submitters (or reporters) of information for the questionnaire were the following:

- 47% were administrators which include vice presidents, deans, and directors throughout Creighton;
- 26% were staff who work for directors in outreach programs;
- 23 % were faculty who have outreach/service as part of their course work.
- 4% were students who have responsibility for managing grants they have received to provide outreach for underserved, diverse populations, and the poor.

A more in depth look at where the information came from follows:

Vice President for Academic Affairs – 22% -- only colleges and schools

- 12 % from the College of Arts & Sciences
- 6 % from the College of Business Administration
- 3 % from the School of Law
- 1 % from University College

Vice President for Health Sciences – 45% -- only schools

- 21% School of Medicine
- 12 % School of Dentistry
- 11 % School of Pharmacy and Health Professions
- 1% School of Nursing

Vice President for Student Services – 15%

Vice President for University Ministry – 9%

From all other areas of Creighton approximately 9% -- including Educational Opportunity Programs (EOP), Nebraska Academic Decathlon, etc., and the Health Sciences MACA programs.

(Attachment B: Individuals who completed the survey and their programs.)

3. How do Creighton’s Outreach Programs Link to Its Mission?

As a Jesuit and Catholic institution of higher education, Creighton has defined its “Influencing Guidelines” that help determine outreach that should/could be done by Creighton.

The submitters (reporters) of information selected the Influencing Guidelines that applied to the particular outreach on which the submitter (reporter) was giving information. The submitter **could select all that apply.**

The results of the submitters' selection of "Influencing Guidelines" are the following:

- **113** – As a Jesuit institution committed to the promotion of justice, Creighton works with and is an advocate for UNDERSERVED POPULATIONS
- **106** – As a Jesuit institution committed to helping men and women use their talents in the service for and with others, Creighton works with DIVERSE COMMUNITIES
- **75** – As an institution of higher education, Creighton works with ALL LEVELS OF EDUCATION
- **66** – As an academic institution with a medical center, Creighton involves itself with HEALTH CARE INITIATIVES AND RELATIONSHIPS
- **56** – As an institution in the PUBLIC SERVICE, Creighton works with city, county, state, federal, and tribal agencies.

Note: The above represents how the programs were viewed as meeting Creighton's "Influencing Guidelines." The numbers do not represent the volume of people reached in the outreach activity. For example the outreach from the division of University Ministry through its Online Ministries is world wide. Its outreach extends to people in every state of the United States and regularly has readers/participants from 150 countries annually.

Creighton further **describes** a number of ways in which it carries out its "mission of service for and with others." The submitters (reporters) **could select all that apply** to describe the program.

- **122 were described as Community Service:** Community Service enables members of the Creighton community to carry out the Jesuit mission of service for and with others through a variety of volunteer opportunities ranging from one-time projects to commitments involving significant time and reflection.
- **43 were described as Service-Learning:** Service-Learning is a holistic, educational partnership among the instructor, community, and students that integrates service into an academic course in a context of personal growth, shared reflection, and moral and social responsibility. Academic credit is given.
- **43 were described as Professional Education:** Professional Education more commonly called "field education/clinical" is skill- based with emphasis on the students' professional development. Conducted under the close supervision of faculty and/or community professionals, students apply coursework to real life situations.

4. Where Do Creighton's Programs Take Place?

As part of Creighton's Mission, Creighton's outreach should be in the most needy and diverse areas of Metro-Omaha. Most of Creighton's programs DO take place in the following zip codes that have the following characteristics (Demographics Expert 2.5, DEMO0111.SQP from Creighton Medical Associates):

All of the following are east, north, and south of 72nd Street – except 68112 which is farther North. **It should be noted** that when the site for the present Creighton University Medical Center Hospital (St. Joseph Hospital) was chosen, there was much discussion of whether the

hospital should move farther west where the more affluent of the city lived or stay in the poorest area of the city. It was decided by the Creighton Board of Directors that the hospital should stay on 30th street to continue to serve the poorest areas of the city.....as well as be close to the main campus.

68102 – economically poor area (household income under \$29,999); Black/African Americans; Hispanic/Latino – 38 programs

68104 – Black/African American; American Indian-Alaska Native – 28 programs

68105 – Hispanic/Latino, American Indian-Alaska Native – 18 programs

68107 – Hispanic/Latino, American Indian-Alaska Native – 28 programs

68108 – Hispanic/Latino – 10 programs

68110 – economically poor area (household income under \$29,999); Black/African American – 15 programs

68111 – economically poor area (household income under \$29,999); Black/African American; American Indian-Alaska N. – 23 programs

68112 – Black/African American (North West of 72nd St.) – 2 programs

68117 – Hispanic/Latino – 6 programs

68122 – Black/African American – 1 program

68131 – economically poor area (household income under \$29,999); Black/African American; Hispanic/Latino; Asian-Pacific Islander – 23 programs

68152 – Black/African American – 3 programs

As part of Creighton’s Strategic Planning for its outreach, **all sites of the 150 programs** reported have been plotted on a map of Metro-Omaha to see how many outreach sites are taking place in each zip code and with what agencies.

5. What is the Extent of the Creighton Community’s Participation?

From the answers to the questions concerning students’ involvement in the community, the following information was found. The answers are given in **number of visits by students**, not the number of students who visited.

a. Student Visits in 2005

6,701 – Undergraduate Student visits

1,038 – Graduate Student visits

5,448 – Professional Student visits.

13,187 – **Total visits by Creighton students around the country and in the Dominican Republic**

It is difficult to estimate how many hours of outreach/service were given to the community in each visit, but if one were to calculate approximately 3 hours per visit, then the following number of hours of service in 2005 would be calculated to be 3 hours x 13,187 visits. Making a total of **39,561 student hours of outreach/service contributed.**

b. Alumni Visits in 2005

2,191 – **Alumni visits around the country**

Using the same 3 hours per visit, alumni would have contributed **6,573 hours of outreach/service around the country**

c. Faculty, Staff, and Administrators' Visits in 2005

3,955 – Faculty, Staff, and Administrators' visits around the country and in the Dominican Republic

Using the same 3 hours per visit for faculty, staff, and administrators would have contributed **11,865 hours of outreach/service in 2005.**

d. Grand Total of Outreach/Service by Creighton in 2005.

13,187 – total visits by all students

2,191 – total visits by alumni

3,955 – total visits by faculty, staff, and administrators

19,333 – total visits by Creighton x 3 hours per visit = 57,999 or 58,000 hours contributed to local, regional, national, and international communities in 2005.

50% of Creighton's programs were the result of internal collaboration among the schools/colleges/ and other units of Creighton. For Strategic Planning purposes, we will look at the number of units that work together to serve various communities and see if those programs can become role models for others.

6. From Creighton's Perspective, How Does Creighton Describe Its Outreach?

Of the **150 programs** described in the questionnaire these descriptions were given by the submitters/reports of the programs:

11 or 7.3% -- Mission Critical: Creighton **MUST DO** this outreach to continue the mission of teaching, research/scholarship, service.

83 or 55% -- Mission Central: Creighton **DOES** this because of its mission of being a Catholic institution in the Jesuit tradition of higher education.

56 or 37.7% -- Very Good to Do: Creighton as an institution of higher education **CONTRIBUTES** to the public good.

Many of these programs are services provided to minority or underserved populations. Some are funded by external resources. Other programs are the products of specific school or division lecture series.

7. How is Creighton's Outreach Linked to Student Learning?

Of the 150 programs reported, a **needs assessment** was done prior to the initiation of 84 (56%) of the programs. The needs assessment was done either by the agency/partner; by Creighton alone, of by the agency/partner and Creighton.

Of the other programs, 50 (33%) no needs assessment was done at the beginning and for 16 (11%) it is not known if a needs assessment was done at the beginning because they were initiated early in Creighton's history of outreach to various communities.

Students are **recruited to participate** in outreach programs in the following ways: 24 submitters/reporters answered this question as "not applicable."

- 89 programs have volunteer sign up
- 15 programs have service as an assignment option
- 10 have service as part of the requirements to complete the course
- 10 have service expected of a Creighton program
- 2 have service as part of the expectation of a student organization

Because Creighton is first and foremost an institution of higher education, the multiple ways students have of doing work with the community need to be connected with ways to find out what students are learning from their outreach activities.

The questionnaire asked: How does this service/engagement/partnership activity directly connect student learning with serving community needs? The answers are the following:

- 34 programs – Faculty members have integrated the activity into a specific course or program in the curriculum
- 71 programs – Service/engagement/partnership activities of Creighton have been planned to help students broaden their world perspectives
- 43 programs – Submitter/reporter answered "not applicable"

Another question asked was: How is student learning assessed? The answers are the following:

- 44 programs – Academic course work includes methods to assess student learning
- 46 programs – Non-academic programs use methods such as stories, reflections, etc., to assess student learning
- 60 programs – Submitters/reporters answered: "Student learning in this outreach is not assessed."

Programs such as the Special Olympics, the Nebraska LEAD Social Issues Conference, the Nebraska Academic Decathlon, the On-line Ministries Program, and health screenings are sited here.

Some of these programs are free athletic clinics that are annually held for various communities.

8. How Are Creighton's Outreach Programs Linked to Community Needs?

When asked if Creighton's outreach programs could be considered "partnerships" with the community, 116 programs were rated as "yes," 34 programs were rated as "no." (The definition of "partnership" was that the program had a verbal or written agreement to do a specific thing that cannot be done by either partner alone. The partnership needed to be mutually beneficial to both Creighton and the nonprofit organization.)

Further questions gave the following information:

- For 39 programs the agency/partner contacted Creighton University.
- For 51 programs Creighton contacted the agency/partner.
- For 40 programs it was a mutual decision by the partner and Creighton that the partnership/program be undertaken.
- For 20 programs the information was unknown.

Evidence that the programs met and are continuing to meet community needs was found by the following ways. The submitters/reporters of information could give more than one way they knew the outreach programs met community needs.

- For 57 programs formal evaluations were done.
- For 98 programs verbal and/or written commendations were received from the community.
- For 88 programs, the participating agencies have asked Creighton to continue its outreach/service.
- For 33 programs Creighton has been honored as a key partner in fulfilling its mission.

Another question asked about evaluating Creighton's outreach followed upon the one above. If an evaluation was done, was the information used to modify the program to make the program better?

- For 91 programs the answer was "yes."
- For 13 programs the answer was "no."
- For 46 programs the answer was "does not apply."

Programs in this group include some that need to have an evaluation as part of the program like:

- Alumni National Day of Service
- Adopt-A-School
- Dean's Honor Roll for Social Responsibility (CoBA)
- Some lecture series

Creighton has had a long history of outreach to the community, but it has not always been tracked. Thus many programs begun before 1970 may have gone out of existence because there was no longer a need for them or the environment has so changed that the agencies may no longer be there.

When asked when the 150 present programs were started, here were the answers:

- 1 program before 1970
- 7 programs from 1970 to 1980
- 14 programs from 1981 to 1990
- 41 programs from 1991 to 2000
- 71 programs from 2001 to 2005 – The greatest expansion of outreach has come during the leadership of John P. Schlegel, S.J., President. Much is due to the outreach

of the President into many communities in Metro-Omaha. His leadership has influenced the Creighton community to expand its involvement;

- 16 programs unknown

The submitters/reporters were asked to evaluate (from their perspective) if the programs were Mission Critical, Mission Central, of Very Good To Do **from the nonprofit agencies', schools', etc., point of view**. Here are their answers:

- 20 programs Mission Critical: Agency/school/nonprofit **DEPENDS ON** Creighton's service for its constituents.
- 67 programs Mission Central: Agency/school/nonprofit **COLLABORATES** with educational/health providers/community to fulfill its mission.
- 63 programs Very Good To Do: Agency/school/nonprofit **APPRECIATES** Creighton's service.

Programs like Boys and Girls Club, Alzheimer's Association, Creighton's Holiday Spirit Program, Just Read (Athletics), Katy's Kids (drug prevention) are listed here.

9. What Resources Are Used to Support Creighton's Service/ Engagement/ Partnerships?

This part of the questionnaire attempted to find out what Creighton resources as well as outside resources were needed to do the outreach for the 150 programs described. The answers are the following:

- a. What Creighton resources were used to support these programs?
(Submitters/reporters could select all that applied).
 - 11 programs financially supported through a Creighton endowment.
 - 84 programs financially supported through Creighton's operating budget (salaries and benefits paid for those to do the outreach).
 - 89 programs used physical facilities.
 - 64 programs used technology resources.
 - 138 programs used time commitment from faculty, students, staff, and administrators.
- b. Does Creighton expect to continue this program for the next three to five years?
 - 142 answered "yes"
 - 2 answered "no"
 - 6 answered "unknown"
- c. Is this program financially supported by external funds acquired from efforts of Creighton students, faculty, administrators, or staff?
 - 74 answered "yes"
 - 76 answered "no"
- d. If "yes" who secured the external funds? Concerning 74 programs (select all that apply).

- 45 programs administrators
 - 38 programs faculty
 - 20 programs staff
 - 17 programs students
 - 3 programs unknown
- e. Who funded the programs? Concerning 74 programs (select all that apply.)
- 36 individual donations
 - 36 corporate donations
 - 20 federal funding
 - 12 state funding
 - 12 unknown
 - 11 foundation funding
- f. For approximately what amount was the program funded by an entity outside Creighton?
- 31 programs – under \$10,000
 - 13 programs - \$10,001 to \$50,000
 - 8 programs - \$50,001 to \$100,000
 - 14 programs - \$100,001 to \$500,000
 - 5 programs – Over \$500,000
 - 4 programs – unknown

From a review of the Grants Administration Annual Report 2005-2006, approximately \$5,000,600 were awarded to Creighton for community service and engagement opportunities.

- g. In the next three years could this program lose its external funding?

Answers:

24 – Very Likely

11 – Likely

9 – Unlikely

13 – Very Unlikely

17 – Unknown

74 – funded externally

- h. If the funding were lost, would the program still be carried on?

Answers:

32 – yes

14 – no

28 – unknown

74 – funded externally

Approximately 50 administrators/staff at Creighton are employed at the leadership level to do outreach as part of their position responsibilities. They are financially supported by the University budget or outside funding; such as:

- corporate donations

- federal funding
- state funding
- foundation funding
- individual donations

The following percent of those 50 leaders employed to do outreach are listed by area below:

44% = Health Sciences

18% = Academic Affairs

12% = Student Services

10% = University Ministry

10% = President's Office

6% = Administration and Finance

Programs **most in jeopardy** of losing part or all of their funding from outside sources in the next three years are found in the following areas:

1. Health Sciences = Circles of Learning: Community and Clinic as Interdisciplinary Classroom, School of Pharmacy and Health Professions working with **Native Americans** on their reservations
2. Health Sciences = Multicultural & Community Affairs (HS-MACA) = programs working with **minority populations**
3. Health Sciences = Magis Clinic @ Siena/Francis House
4. Health Sciences = Creighton Community Health Center at 5420 Northwest Radial Highway working with **minority populations**
5. Health Sciences = School of Nursing – Outreach to private schools for health screenings
6. Academic Affairs = Educational Opportunity Programs working with **minority students**
7. Academic Affairs = School of Law – Clinic outreach positions in state of Nebraska and South Dakota
8. President's Office = Creighton@Bryant Community Technology Center working with **minority populations**
9. Student Services = Lost funding for National Youth Sports Program (NYSP)

Needless to say ...

If federal and state grants as well as donors do not continue financial assistance to Creighton to do service and engagement with minority and underserved populations,

Then ...

Creighton's students will not have the opportunity to learn while performing valuable service **for** and **with** others

And ...

underserved communities will not have

- 1) services needed for their healthcare and
- 2) opportunities to learn skills for future education and employment.

Creighton needs the community as much as the community needs Creighton.

10. What Programs Should be Highlighted by Creighton?

The Office of Institutional Relations is working with the Division of Marketing and Public Relations during 2006. Printed materials are being developed for the following:

- **Brochure(s) for public awareness** of Creighton's outreach in the local, regional, national, and international communities. The brochure(s) will be used for the following:
 - Schools and colleges – recruitment purposes
 - University Relations – possible donors for the “Willing to Lead Campaign”
 - Grants Administration – background for writing future grants
 - CU & CUMC Community Relations Strategic Planning
 - President's Community Advisory Board – handout in Fall 2006
- Information from “Creighton's Community Outreach Questionnaire” will be used for this as well as the information received from a survey of Creighton's faculty, staff, and administrators concerning their service in 2005.

II. CREIGHTON AS CITIZEN IN 2005-2006

A. In the Public Service

1. Creighton Founders – Unique and Different

Creighton is **unique** and **different** from other institutions of higher education. It is different from public institutions in that it is a private, Jesuit and Catholic university.

Even among the 28 Jesuit institutions in the United States, Creighton is **unique**. Creighton has 9 schools and colleges and a medical center with a base of 6,700 students.

No other Jesuit university in the United States has that **variety of degree programs** and a **medical center** with a comparatively **moderate student base** – as does Creighton.

The **size** of Creighton – which has **intentionally been held to be no more than 7,000** students – provides ways for Creighton to be a close-knit community of colleges of its students, faculty, staff, and administrators. (Examples: (1) When students play in the symphony, members of all colleges and schools come together to make one Creighton symphony; (2) When students study the various sciences, undergraduates, graduates, and professional students have opportunities in the Hixson-Lied Science Complex to exchange ideas as they share scholarship and research.)

Creighton is **special** because of its **generous founders** -- Edward and Mary Lucretia Creighton (founding of Creighton College in 1878) and John and Sarah Emily Creighton (founding of the School of Medicine in 1892). They were inspired to educate the children of the pioneers on the prairie and provide medical care for the poor and underserved in the river city of Omaha, NE. Their leadership and generous service in the community were “earmarks” of the Creighton College and the Creighton School of Medicine from the beginning.

The Creighton families were willing to lead in the 1878 and 1892 and their descendents are willing to lead and be of service today.

2. Creighton As Involved Leader

Creighton continues to be **publicly recognized** as an **exceptional institution of higher education** by being ranked consistently as the top-rated comprehensive university in the Midwest by U.S. News and World Report. “Creighton Tops Again in U.S. News and World Report Rankings.” For the fourth year in a row (2006), Creighton University is No. 1 in the U.S. News and World Report. It is the ninth time in 11 years Creighton University has ranked No. 1 ...”

Creighton continues to be recognized as a leader in the public service by the Chamber of Commerce. Fr. Schlegel, S.J., was awarded the “Visionary Achievement Award” by the Chamber in January 2005. Fr. Schlegel, S.J., also received the “Gala Award for Vision” from Downtown Omaha, Inc., that same year.

In 2005 the Creighton School of Dentistry and other Creighton healthcare professionals were recognized with the Milagro Award by the One World Health Care Community, one of the non-profit agencies with which Creighton is a partner in the community. There are other awards that

Creighton received in 2005 and 2006. The previously mentioned recognition by U.S. News and World Report and awards received for leadership and service serve as examples of Creighton's recognition for its quality of education, leadership, and service in 2005 and 2006.

3. John P. Schlegel, S.J. – A President With High Energy

John P. Schlegel, S.J., President of Creighton University from 2000 to the present is a role-model for the Creighton community in his giving of self in support of the building up the entire Metro-Omaha community and beyond. In 2005 he was involved in the community in a number of ways:

a. Professional Service in 2005:

- Strategic Command Consultation Committee, Public Affairs, Community Relations Committee
- Board of Regents, Loras College, 2005 to present
- Board of Directors, Saint Joseph Hospital, Creighton University Medical Center, 2002 to present
- Board of Directors, National Association of Independent Colleges & Universities, 2001 to present; Executive Committee, 2002-2003
- Chair, National Student Aid Task Force, National Association of Independent Colleges & Universities, 2002 to present
- Past member on eight boards of private universities

b. Community Organizations and Boards in 2005:

- Board of Directors, Greater Omaha Chamber of Commerce, 2001 to present; Executive Committee, Greater Omaha Chamber of Commerce, 2003 to present
- Board of Directors and Executive Committee, Joslyn Art Museum, 2001 to present
- Board of Directors, Creighton Preparatory School, 2000 to present
- Board of Trustees, Duchesne Academy of the Sacred Heart, 2000 to present
- Board of Directors, Mid-America Council of the Boy Scouts of America, 2001 to present; Council Chairman of Board of Directors in 2006-2007
- Board of Directors, Nebraska Shakespeare Festival, 2000 to present
- Board of Directors, Opera Omaha, 2003 to present
- Council Member, Jesuit Partnership Council of Omaha, 2000 to present
- St. Cecilia's Cathedral (of the Archdiocese of Omaha) Arts Project, 2001 to present

c. Selected Public Presentations from Multiple Presentations in 2005

Among those presentations were the following:

- At his induction ceremony as the new Council Chairman of the Boy Scouts of American, annual meeting in the Holland Center, Omaha, NE
- For the Association of Jesuit Colleges and Universities at Joslyn Art Museum in Omaha
- For the Jesuit Hispanic Ministry Conference on the Creighton campus
- For the LOVE of Jazz event in honor of Preston Love
- For the National Guidance Counselor Conference luncheon on the Creighton campus

- For the Organizations for Community Inclusion (OCI) Diversity Summit on the Creighton campus
- For the Omaha Symphony Concert at Morrison Stadium on the Creighton campus
- For the Seminar Celebration of Rabbi Kripke's Life at the Jewish Community Center in Omaha, NE

d. President's Other Community Involvement in 2005:

- He has given numerous Invocations at many events.
- He was involved with 21+ Interviews/Tapings/Press Conference sessions.
- He hosted 19 events for persons and organizations from the community. Example: He annually hosts the Diversity Summit Breakfast for community corporate leaders and agency leaders.
- He regularly participates in a program hosted by a Creighton student called "Creighton Corner."
- Three of his most unique service opportunities are these:
- One when he was guest actor and vocalist for the Omaha Press Club Show Performances at the Rose Theater
- Another when he portrayed the Voice of Paul Bunyan for Opera Omaha production of Paul Bunyan at the Orpheum Theater

e. President's Community Advisory Board in 2005

Each year the President hosts one or two luncheons for 40 members of agencies, businesses, neighborhood organizations, schools, churches, city officials, etc., that work with Creighton in its primary neighborhood. The purpose for the luncheon is to have the President give an overview of what is happening at Creighton that could be of interest and benefit to the immediate community.

The purpose is also for leaders in the community to have personal time with the President and to present opportunities and challenges for Creighton's outreach.

In spring 2005, President John P. Schlegel, S.J., hosted a luncheon in conjunction with the President's Cabinet where the topic of the luncheon was "Resources for the Omaha Community through the Law School Abrahams' Clinic" (North and South Omaha locations.) The luncheon was very successful and from contacts made at the luncheon two important programs developed with the Omaha Public School District.

One program that has been developed is Creighton's assistance to the Career Center of the Omaha Public Schools. Creighton's students, doctors and staff are assisting the high schools that visit the Career Center with information about health careers and how to prepare for different occupations. Here is an excerpt from an e-mail about the program:

"I just wanted to let you know that this morning, from 8:30 to 9:00 a.m. a group of pharmacy students headed by Dr. Joy Voltz and Dr. Ken Keener arranged a very creative and informational activity for the OPS Career Center students. The high school students were engaged and had a positive reaction and learned a lot. The Pharmacy group did a skit, one-on-one interactions, and answered a lot of questions.

I was pleased with the impact they made and their sacrifice to come so early and give of their time. They really spoke from the heart on why they were called to Pharmacy as a profession. Much appreciation was shown by the teacher of the class as well as the students and principal at OPS (the Omaha Public School District).”

Barbara J. Slattery, Manager of Programs, Health Sciences Multicultural and Community Affairs.

The other program that has been developed is assistance from the Omaha Public School system to teach GED classes on the Creighton campus for personnel in Creighton’s Buildings and Grounds division. Many of Creighton’s maintenance workers are from the Hispanic/Latino community. They are learning English through classes provided by Creighton and they are able to get their GED through classes provided by the Omaha Public School District. Creighton has the labs necessary for teaching the programs. The Omaha Public School District has a teacher certified by the State of Nebraska who teaches Creighton employees the sessions so they can earn their GED.

4. Instrument #2: Service Leadership of Faculty, Administrators, and Staff

In 2005, the Office of Institutional Relations – with the assistance of the President – circulated an electronic survey to collect information about the involvement of the Creighton community – only faculty, staff, and administrators. That survey asked the Creighton community to complete a simple questionnaire asking about their involvement in the community – locally, regionally, nationally, and internationally. They were to answer the questionnaire only if they held leadership position on boards, committees, and professional organizations.

Three hundred and ninety-five (395) faculty, staff, and administrators of Creighton completed the on-line “Creighton’s Faculty, Staff, and Administrators’ Involvement in the Community in 2005” survey.

Below is a breakdown of the Creighton personnel:

| | |
|----------------|-----|
| Administrators | 82 |
| Faculty | 151 |
| Staff | 162 |
| Total | 395 |

The 395 employees reported their involvement with 937 civic, government, professional, religious, and service/social organizations (many persons were involved with more than one organization in 2005). Employees were asked to complete the survey if they served on a board or had a leadership role within an organization in 2005.

They were asked the following:

1. Organization’s name
2. Their role in 2005
3. In which leadership capacity they served:
 - Represented Creighton University
 - Professional Organization
 - Personal Interest

Below is a breakdown by leadership capacity:

Represented Creighton University:

| | |
|------------------------------|-----|
| Health Related Organizations | 76 |
| Other Organizations | 168 |
| Total | 244 |

Professional Organizations:

| | |
|------------------------------|-----|
| Health Related Organizations | 115 |
| Other Organizations | 134 |
| Total | 249 |

Personal Interest:

| | |
|------------------------------|-----|
| Health Related Organizations | 44 |
| Other Organizations | 396 |
| Total | 440 |

Note: 4 entries were not put into a leadership capacity.

Creighton faculty, staff, and administrators take seriously their responsibility to be role models for what the University teaches by providing leadership and service to local, regional, national, and international communities.

An example of how Creighton works in the community is its outreach to 17 public schools. Creighton programs found in the schools are the following: Educational Opportunity Programs (EOP), drug education “Katy’s Kids” from the School of Pharmacy and Health Professions, dental screenings from the School of Dentistry, educational programs for the Health Science – MACA grants, the Gates Millennium outreach program from the Office of Undergraduate Admissions, and the Fine Arts outreach from the Lied Education Center for the Arts.

B. Creighton – For and With Others

Many people think of Creighton’s campus as being only on 24th & California Streets. The long-standing image of Creighton’s first building – the Administration Building – was indeed on “the hilltop.”

But by 2005, Creighton could count 22 other locations in Metro-Omaha that are known as other Creighton locations because of the public signs that name where Creighton is doing its work of educating and serving the community.

1. Off-Campus Locations for Creighton

| NAME OF SITE | ADDRESS |
|--|---|
| (Health Related) | |
| Cardiac Center, Lakeside Professional Center – North | 16909 Lakeside Hills Court, Suite 207 |
| Children’s Physicians – Bellevue | 11507 S. 42 nd Street, Bellevue |
| Children’s Physicians – CUMC | 601 North 30 th Street, Suite 6820 |
| Children’s Physicians – Dundee | 119 North 51 Street, Suite 201 |
| Children’s Physicians – Indian Hills | 8701 W. Dodge Road, Suite 404 |
| Creighton Community Health Center | 5420 NW Radial Highway |

| | |
|---|----------------------------------|
| Creighton Family Healthcare – Dundee | 119 North 51 Street, Suite 301 |
| Creighton Family Healthcare – Eagle Run Clinic | 13110 Birch Drive, #152 |
| Creighton Family Healthcare – Florence Clinic | 7909 N. 30 th Street |
| Creighton Family Healthcare – John Galt Clinic | 10828 John Galt |
| Creighton Family Healthcare – Old Market Clinic | 1319 Leavenworth Street, #101 |
| Creighton Family Healthcare – South | 4628 S. 25 th Street |
| Creighton Family Healthcare – Twin Creek | 3802 Raynor Parkway |
| Creighton Nephrology | 3316 Dodge Street |
| Creighton Women’s Health Center – West | 2514 S. 119 th Street |
| Nursing School – Hastings Campus | Hastings, NE |
| Psychiatry Department | 3528 Dodge Street |

(Other)

| | |
|--|-------------------------------|
| Creighton Retreat Center | Griswold, IA |
| Creighton West Omaha Campus | 11111 Mill Valley Road |
| Creighton@Bryant Community Technology Center | 2417 Grant Street |
| | Kellom Valley Shopping Center |
| Emergency Medical Services (academic program) | 2514 Cuming Street |
| Encuentro Dominicano | Dominican Republic |
| Graduate School – Offutt Air Force Base | Offutt AFB |
| Institute for Latin American Concern (ILAC) | Dominican Republic |
| The Magis Clinic of the Creighton School of Medicine | 1702 Nicholas Street |

2. Creighton Providing Education and Service at its Clinics

Through Creighton’s clinics many people receive health care and legal services.

In 2005, the Creighton University Medical Center had 504,486 patient visits to various Creighton health care sites (Medicine, Dentistry, Pharmacy, Occupational Therapy, and Physical Therapy).

In 2005, through its clinics the Creighton School of Law gave free service to 1,467 individuals and families.

As part of Creighton’s medical outreach the Partnership in Health Program (PIH) serves many communities/organizations in North and South Omaha. Among them are the following: North Omaha Athletic Association Bengal’s Annual Banquet, Colon Cancer and the African American Experience, and provided glaucoma screening by Dr. Sade Kosoko-Lasaki, Associate Vice President for Multicultural and Community Affairs in Health Sciences, Associate Professor of Surgery, who follows up with the participants who have no service provider or health insurance.

3. Creighton’s Charity Care Dollars

Due to the location of many of Creighton’s clinics, patients and clients are sometimes not able to pay for services. Most of Creighton’s clinics – health care and law – are in the poorest areas of Omaha.

The total charity health care dollars written off by the Creighton University Medical Center (CUMC) in 2005 was \$23,441,914.

When plans were being made for the old St. Joseph Hospital to move from 10th Street (check accuracy) to a new location, there was much discussion about where the new location should be. Many people felt that the hospital should move further west because the population was moving that direction.

But others believed that the hospital should stay in the older part of the city near the University and continue to serve its neighborhood. The new St. Joseph Hospital was built on 30th Street, close to the campus and in the poorest area of Omaha, and serves as the hospital for the Creighton University Medical Center.

4. Creighton's Support of Community Events

Since 2001, the Office of Institutional Relations has worked with all areas of Creighton that financially supported the community by purchasing tables at fund-raising events, participating in walks/runs for the benefit of non-profit and healthcare agencies, participating in conferences that help minority populations improve their economic status, offering scholarships to Creighton at Catholic high school fund-raising events, etc.

In 2005, the committee composed of persons representing the Creighton Medical Center, Creighton Medical Associates as well as various areas of the University developed a Master List of places Creighton would support in 2005. The plan is that each year the Master List will be revised to make certain that Creighton is appropriately supporting the community non-profit agencies that have values consistent with Creighton's mission.

In 2005 Creighton supported 111 (Attachment C) events in the community by purchasing tables at fundraising events, participating in nonprofit agencies' walks, runs, etc. Figures from the hospital and the university show that Creighton provides significant financial support to the community. (Master list is available in the Office for Institutional Relations.)

5. The Public's Use of Creighton Facilities

Creighton has always been generous in providing space for community events open to the public. Many organizations return to Creighton to hold their annual events. Of special significance is the use of many Creighton facilities to hold the Special Olympics each spring. Many areas of Creighton are involved with every facet of the program – from Residence Life, Food Service, Athletics and beyond. The Creighton community is proud to host the Special Olympics and enjoys their return to campus each year.

The Nebraska Academic Decathlon, organized by John Krecek, Registrar, at Creighton in cooperation with his colleague at the University of Nebraska at Omaha, is another special program supported by Creighton. If it were not for the service provided by Creighton's Registrar, there would not be an annual Nebraska Academic Decathlon. Mr. Krecek reads all student files from throughout the state who wish to participate, and then assigns all state participants for their competition which takes place annually on the Creighton campus.

There is no financial support by the state of Nebraska for this event – as there is in other states. Here is where Creighton shows its support for education of all students – in public and private schools across the state – so they may have the experience of an Academic Decathlon.

Attachment D lists selected programs/organizations that used Creighton facilities in 2005.

Besides the above, an example of Creighton's assistance to the community comes from the Administration and Finance Division Shuttle Service unit. Shuttle Service has contact with the community by lending drivers and buses for events for the following nonprofit organizations in south Omaha: Sts. Peter and Paul Parish, St. Mary's Parish, Holy Ghost Parish, Precious Memories Daycare, First Baptist Church of Bellevue, Boys and Girls Club, etc.

C. Creighton's Partnership in Developing the Region

1. Partnership with the University of Nebraska Lincoln, University of Nebraska Medical Center, and Boys Town National Research Hospital

In 2001 the state of Nebraska allocated \$12 million from its share of the global tobacco settlement to support biomedical research in the state. The intent of the funding was not only to increase the amount of research funding in the state, particularly from the National Institute of Health, but also to serve as an impetus for economic development.

In 2004 the amount was increased to \$14 million and is distributed according to a formula to the four participating institutions: Creighton University, the University of Nebraska Lincoln, the University of Nebraska Medical Center, and the Boys Town National Research Hospital. The institutions are required by statute to spend a minimum of 7% of the funds each receives on minority health issues.

The four institutions that benefit from LB 692 have a long history of collaboration and partnership in education and research. It is a unique partnership of the private and public sectors of higher education that have enabled each to capitalize on the strengths of the other, leveraging the intellectual capital available in Nebraska and avoid duplication of efforts, thus saving funds.

The institutions have come to rely on each other in many areas that maximize the productivity of each. In addition, this project has created areas of collaboration beyond this project in the areas of mutual legislative interests, education and clinical care.

For many years Creighton has been in partnership with the University of Nebraska Medical Center to provide health care to the poor -- especially in rural areas. Both provide specialized medical care through their rural clinics.

Other areas of cooperation with the University of Nebraska are these:

- Together Creighton and the University of Nebraska have approached the State Legislature for funds to provide needed health care for the benefit of Medicaid recipients.
- In recent years, Creighton has joined forces with the Nebraska Medical Center to advocate for stipends for medical residents working in Nebraska hospitals
- In 2003 both Creighton and the University of Nebraska shared the American Association of Medical Colleges (AAMC) special recognition as outstanding medical centers in service to the poor.

- In 2005 both the Creighton Medical Center and the University of Nebraska Medical Center began working on an Omaha Urban Area Health Education Center. The AHEC is developing clinical educational experience for health professions, students and medical residents, members of communities served by the partners, and practicing health professionals serving those communities.
- Senator Ben Nelson, when Governor of Nebraska, asked both Creighton and the University of Nebraska for assistance on a project concerning poison control for the state.

In summary, Creighton University and the University of Nebraska are seen as equals at the State Legislature for providing resources for the benefit of the entire state.

2. Creighton as Partner for Mental Health Care for Nebraska Citizens

In 2006 the School of Medicine is in conversation with the state, the University of Nebraska, local providers of mental health services and private entities to cooperatively help solve the problems with care for individuals with mental health issues and provide comprehensive educational experience in mental health for Creighton health science students. This includes the creation of a crisis center and facilities to help care for the chronically mental ill displaced by the closure of the regional centers in Hastings and Norfolk, Nebraska.

3. Creighton as Partner with the City, State, and the Federal Government

The Cuming Street Project is a collaborative arrangement to make significant changes in the flow of traffic on Cuming Street, which borders the north edge of the Creighton campus. The changes are part of the redevelopment efforts underway in downtown Omaha and on the riverfront directly east of the Creighton campus. In addition, it coincides with the bridge replacement plan of the state highway department.

This is a good example of a partnership between the city, state, federal government, and a private university that results in outstanding outcomes for all parties. Specific information about the progress on the Cuming Street Project can be found on the Creighton website.

4. Creighton as Partner with Education

Creighton works with many public and private schools. Here is an example of Creighton's work with the Kellom Elementary School of the Omaha Public School (OPS) system. This is a quote taken from *OPS News*, August 2006:

“Staff and students of Creighton University’s Department of Information Technology have created a strong partnership with Kellom Elementary that has benefited Kellom staff and contributed to student academic success. Resources have been provided to students through campus tours and enrichment activities; TeamMates Mentors; readers; adopting families during the holidays; participating in all-school recognition activities, including the Winners Circle program; and assisting with Kellom’s Field Day, held in Creighton’s Morrison Soccer Stadium.

Creighton students also communicate with Kellom 6th graders via the Internet and volunteers have provided classroom support for teachers and students throughout the year. Tutors are

provided every Thursday during the fall and spring semesters to give students extra help with reading and math skills. The one-to-one contact and personal interest of each Creighton student and staff member has contributed to the success of Kellom students. Truly part of an A+ partnership, the Creighton University Department of Information Technology students and staff have demonstrated that community commitment to our students reap many rewards.”

The Principal of Kellom Elementary School, Eric P. Nelson, wrote a personal note to President John P. Schlegel, S.J.:

“Fr. Schlegel,

In May, the DoIT staff was recognized at our Omaha Public Schools Board Meeting. Eight members of the staff were in attendance and I was very proud to be associated with all of them. We have worked together for two years and the amount of dedication and thoughtfulness is amazing. ...”

5. Creighton as Partner with the Arts

The Nebraska Shakespeare Festival – “Shakespeare on the Green”

For 20 years (2006) Creighton has been in partnership with The Nebraska Shakespeare Festival. The partnership has included work with the City of Omaha, the University of Nebraska at Omaha, the Nebraska Shakespeare Festival, and Creighton University. From a letter to President John P. Schlegel, S.J., Lori Darby, a long-time community supporter and advocate for the arts, wrote:

“The Nebraska Shakespeare Festival presented two creative and lively productions in Elwood Park this year. Collaboration is a key ingredient to the successful execution of a festival of such high caliber. Creighton’s sponsorship and support on so many levels helps bring this festival to Omaha each summer....”

The annual performances are free to the public.

Creighton and the Joslyn Art Museum

Joslyn Art Museum’s newsletter had this article in the 2006 summer newsletter:

“CU at Joslyn Returns

Joslyn Art Museum and Creighton University renew their partnership to present a second series of lectures by Creighton faculty in Joslyn’s Abbott Lecture Hall on select Saturdays, September through April. ‘CU at Joslyn’ includes an interesting variety of topics, each linked in some way to Joslyn’s collections or exhibits. Take advantage of this opportunity to gain fresh perspectives from our neighboring scholars. Admission to ‘CU at Joslyn is free.’”

Faculty from the College of Arts & Sciences – including the Professor of Jewish Civilization and Professor of Classical and Near Eastern Studies and professors from the Departments of Philosophy, Modern Languages and Literature, Fine and Performing Arts, and others are engaged in this educational partnership free to the community.

Lied Education Center for the Arts

The Lied Education Center for the Arts is used for Creighton's teaching programs and students' performances. It also has worked with various entities in the community. The Department of Fine and Performing Arts' mission statement reads:

“We believe in the value of the arts as the voice of the human soul. The arts educate, communicate, and inspire us to know more about ourselves, each other, and our place in creation. We believe in the unity of the arts and in the crucial role of the arts in education.”

The department regularly cooperates with the following in the communities:

- Hope Center Summer Theater
- Music in the Catholic Schools
- Joslyn Summer Art Classes
- Nebraska Shakespeare Festival
- Parsons Home for Senior Citizens at Eagle Run.

The President and Opera Omaha

In October 2005, the Rev. John P. Schlegel, S.J., played the voice-only role of Paul Bunyan in the Opera Omaha production titled “Paul Bunyan.” The Omaha World-Herald printed information with this comment: “The Rev. John P. Schlegel, S.J., Creighton University's president, plays the voice-only role of Paul Bunyan in an Opera Omaha production, but he let Opera Omaha officials talk him into posing as Paul Bunyan for this photo.”

The President supports the arts in the community – and has always done so where he has served in a leadership role in the past. This was especially true of his support of the arts in San Francisco, where he was President before being named President of Creighton University in 2000.

6. Creighton and Its Relationships With Its Neighbors

Creighton tries to maintain memberships in each neighborhood association whose boundaries are adjacent to the campus. Only a couple of the associations are active and conduct regular meetings. Here are ways in which Creighton keeps in contact with its neighborhood organizations:

- A Creighton representative, Rick McAuliffe, from Public Safety, attends nearly all of the Jefferson Square Association meetings and occasionally hosts the group. Jefferson Square is most directly affected by Creighton's expansion activities. Representatives from Jefferson Square have been involved in Creighton's Campus Planning sessions.
- A representative from Creighton's Administration and Finance area (either Dan Burkey or Lennis Pederson) periodically attends the Gifford Part Association meetings according to the association's agenda. The meetings are held at the Creighton University Medical Center. Gifford Park is by far the most active and has involved Creighton in its own

strategic planning activities. Accordingly, Gifford Park has also been involved on committees concerning Creighton's Campus Master Plan.

- Creighton continues to have an active role in the **Destination Midtown** project. Fred Salzinger, from the Health Sciences area, serves on the Board of Directors and is the Treasurer. In 2004, the Destination Midtown Board was formed and a fund was created to support the operational costs of formalizing the organization and hiring an executive director to implement the vision. The Board consists of representatives from all the major business and non-profit entities as well as the neighborhood and business associations within its boundary. Creighton has been involved since its inception.

The **Destination Midtown Study Area is 3.6 square miles** bordered on the north by Cuming Street, the south by Center Street, and the east by 24th Street and the west by Saddle Creek Road. The area is home to approximately 28,000 residents and 43,000 employees. It is densely populated with 7,000 residents per square mile.

Involvement in the development of Destination Midtown is as significant to the building up of the neighborhood community as has been the involvement of Creighton with the development of the city and its east campus.

- In 2006, the Omaha Chamber of Commerce invited Creighton and others to be part of a planning process to promote economic and community development in North Omaha. It is envisioned to be similar to Destination Midtown. The focus will be on generating results – not just accumulating a long list of problems and needs with no action plan. While the model for this study may borrow heavily from other projects, it will be tailored to the unique community aspects of North Omaha. This will affect the methods used to collect input, the number and types of representatives involved in the process and many other factors.

D. Continuing Education Outreach

Many units of Creighton provide continuing education opportunities for many health care professionals as well as lawyers, teachers, etc. Technology plays a vital part in all of the areas. The continuing education areas all provide some means of evaluating their programs and outreach. Here is a brief overview of the outreach of continuing education opportunities through Creighton units.

1. The Continuing Medical Education Division

The purpose of the Continuing Medical Education Division at Creighton is this: Within the Jesuit tradition of Creighton University, the mission of the Continuing Medical Education (CME) Division is to provide continuing medical education for physicians and other health care professionals. The CME Division produces educational activities that help physicians maintain and enhance the quality of their clinical practices and assist health science health sciences scholars in becoming better teachers and researchers. The CME Division works with these **internal groups**:

- **Center for Health Policy and Ethics**
- **Creighton University Health Sciences Continuing Education Consortium**
- **Creighton University Medical Center**

- **Department/Divisions within the School of Medicine:** Anesthesiology, Family Medicine, Internal Medicine, Cardiology, Pulmonary and Critical Care, Office of Academic and Faculty Affairs, Office of Medical Education, Osteoporosis Research Center, Medical Microbiology and Immunology, Neurology, Obstetrics and Gynecology, Pathology, Pediatrics, Pharmacology, Psychiatry, Surgery.
- **School of Dentistry**
- **School of Nursing**
- **School of Pharmacy and Health Professions**

The CME Division works with these **external groups:**

- Alegent Health
- Alpha Omega Alpha
- American Academy of Fertility Care Professionals
- American Association of Cardiovascular and Pulmonary Rehabilitation
- American College of Surgeons
- American Parkinson's Disease Association
- Boys Town National Research Hospital
- Bryan LGH Medical Center
- Burgess Health Center
- Children's Hospital
- Columbus Community Hospital
- Immunization Task Force-Metro Omaha
- Iowa Western Community College
- LifeNet-Air Medical Services
- Methodist Hospital
- Midwest Society of Colon and Rectal Surgeons
- Nebraska Department of Health & Human Services
- Nebraska Emergency Medical Services
- Nebraska Health Services
- Nebraska Psychiatric Society
- Nebraska Stroke Foundation
- Northeast Community College
- Pope Paul VI Institute
- Rural Health Education Network-Nebraska Center for Bioterrorism Education
- St. Joseph Hospital Service League
- St. Louis University
- The Ambassador-Pediatrics
- University of Nebraska Medical Center
- University of South Dakota

The **physical locations** of the CME Division as well as continuing education programs from the School of Dentistry took place in 2005 in the following states: California, Colorado, Florida, Iowa, Nebraska, South Dakota, Texas, and Washington.

The internet provided opportunities for persons all over the United States to participate.

2. Others Continuing Education Opportunities

The locations of other opportunities for continuing education from the School of Law, the Creighton Center for Health Policy and Ethics, and other units of the University took place mostly in Omaha and throughout Nebraska. Attendees represent every state in the United States plus 20 foreign countries.

All areas that provide lectures, symposia, etc., have electronic and paper brochures concerning each program's specialty. That information can be found on the Creighton website.

3. Electronic Media Resources About Creighton's Services Available to the Community

a. Creighton in the Community TV Program

"Creighton in the Community" is a television show financed by the President's Office of Creighton University, the Creighton Medical Associates, and the Creighton University Medical Center. It is technically designed by personnel from the Division of Information Technology, Creative Media Services, and a committee composed of representatives from the three financial supporting entities. It is hosted by Joyce Bunger, Assistant Dean of the School of Nursing. The program began airing in November of 2004.

The **purpose** of this media outreach on Cox Cable, Channels 4, 23, and 24 in Omaha, viewing in all Creighton health care clinics and the hospital, and available on the student network is **to show the resources that Creighton has for use by the community**. With each episode, consumer education is offered by highlighting a Creighton program or introducing an expert on the topic. The topics are primarily health related topic with an emphasis on the community service that is provided.

Some examples of programs that have been developed are the following:

- **"Bloodless Surgery"** – "Bloodless" means medical or surgical treatment without the use of banked (stored) allogenic blood or primary blood components. Creighton's program is the only program of its kind in Nebraska, Iowa, South Dakota, Kansas, and Missouri. Interviewees were Dr. Mark Eldredge, Bloodless Program Coordinator; Dr. Jeffrey Sugimoto, Chief of Cardiothoracic Surgery, and persons from the Jehovah Witness Community.
- **"Cultural Competency"** – This program provided information about working with patients from many different cultures concerning health care. Persons interviewed were Dr. Virginia Aguila, a Creighton Family Physician and faculty member, who works at the Creighton Family Health Care clinic in North Omaha. The clinic works with approximately 10 different ethnic groups. Dr. Dorraine Reynolds, a pharmacist, was also interviewed about how to work with different cultures concerning medications. Dr. Sade Kosoko-Lasaki, Associate Vice President for Multicultural and Community Affairs in Health Sciences and Associate Professor of Surgery, who does much outreach in the community both personally and professionally and was also part of the panel.
- **"Sexual Assault"** – This program was developed with representatives from Creighton, Anne Schoening, nurse and faculty member of the School of Nursing;

Mary Larsen, from the Omaha YWCA; and from Marc Delman, Sarpy County Attorney. The content was particularly helpful because of its honest description about how someone should work with personnel in hospital emergency rooms as well as the police. The video is being used by the Division of Student Services.

b. Radio Program – Dateline: Creighton

This radio program airs every Thursday at 10:30 a.m. on 91.5 KIOS FM. The weekly program, hosted and produced by Cindy Workman of the Department of Marketing and Public Relations, looks at headlines from the news using Creighton experts, breakthrough research, arts performances, and topics of general interest, including a look at upcoming events at Creighton.

c. Creighton Corner

Creighton Corner is the university president's television program. The show is sponsored by the Journalism and Mass Communications Department of the College of Business Administration. Dr. Bruce Hough, Assistant Professor, is the co-producer and advisor for the involved students.

Students tape Rev. John P. Schlegel, S. J., Creighton University's president, every six to eight weeks for broadcasts that run approximately 10 minutes. The programming topics are taken from the president's suggestions. Ms. Cindy Workman, Senior Manager for Media Relations, prepares interview questions on the selected topic for the student hosts.

Creighton Corner can be viewed on Cox Cable's Community Access Channel 17, the Knowledge Network, as well as on the computer via the Creighton University website.

d. Creighton Website for Community Relations in 2005 (Archive)

The Creighton Community Relations Website has been developed to give many people access to knowledge about Creighton's outreach. It gives a list of contacts in each area of Creighton that can be contacted about specific information and outreach of that unit. It also has the names of Patricia R. Callone, Vice President for Institutional Relations, and Joyce Bunger, Assistant Dean for the School of Nursing, who assists with community outreach. Ms. Callone's and Ms. Bunger's names are sometimes the first contact from the community when it wishes to develop a program.

In Section I. of this report, the guidelines by which Creighton will enter into a partnership or render a service are reviewed. New programs are developed by asking questions like the following:

- Is the request for partnership or service something that fits Creighton's mission of educating students to be leaders in their careers or professions and to be men and women for and with others?
- Does Creighton have the resources to be involved?
- Could other agencies/institutions of higher education provide the resource better than Creighton?

Here is an example of a call that the Office of Institutional Relations received:

Caller: Doctor from Creighton calls and asks the question: “Would a number of units of Creighton like to be involved in a program for homeless people with mental health disorders and substance abuse addictions?”

Request from Office of Institutional Relations: Please send our office information about the program and how you believe Creighton could be involved. Please be as specific as you can. We will gather those who are interested from different areas of Creighton and review what could be done.

The request certainly fits the mission of Creighton. Students, faculty, and staff may have an opportunity to be involved. This would be a very good outreach for Creighton. Questions: What specifically is needed from Creighton? Does Creighton have resources to fit the needs of the community? For how long will Creighton be involved? Is there another area/outreach of Creighton that is already providing the service?

The Community Relations Website should be able to give some information to answer these questions. The website should give the names of the units of Creighton that are already working with a particular agency, etc. With more information about the request, Creighton can make a good decision about how it might respond to the doctor’s request.

Creighton has a longstanding record of partnering with other agencies or nonprofits in the community. We, together – in partnership – build up our community for the good of all.

The examples given in this report are only a few of the many that could be listed.

e. Creighton Website for Community Relations in 2006 (under construction)

This website is designed to give overall information about Creighton’s service and engagement in the community as well as point to other websites of schools/colleges/units that give up-to-date information about Creighton’s on-going service and engagement activities.

Examples are the following:

Center for Health Policy and Ethics

<http://chpe.creighton.edu/chpe/index.htm>

Creighton University Medical Center

<http://www.creightonhospital.com/CWSCContent/creightonhospital>

Health Sciences Office of Multicultural and Community Affairs (HS-MACA)

<http://www2.creighton.edu/health/hsmaca/>

Institute for Latin America Concern (ILAC)

<http://www2.creighton.edu/ministry/ilac/>

School of Pharmacy and Health Professions – Office of Interprofessional Scholarship, Service and Education (OISSE)

<http://olsee.creighton.edu/>

Other Areas:

Alumni National Day of Service

<http://cualumni.creighton.edu/events/dayofservice.html>

Center for Service and Justice – This Center has been shaped especially by the Jesuit charisms of serving the poor through the promotion of justice. Undergraduate students – as well as others – have many opportunities through this Center to do outreach to multiple organizations locally and to do Spring Break service trips throughout the country.

<http://www.creighton.edu/ccsj/>

Charles and Mary Heider Endowed Jesuit Chair

<http://www.magis.creighton.edu/>

Educational Opportunities Programs

<http://www.creighton.edu/EOP/>

Habitat for Humanity

<http://www.creighton.edu/cuhabitat/>

Lakota Mentorship Immersion Program

<http://puffin.creighton.edu/bucko/projects/immersion.html>

Online Ministries

<http://www.creighton.edu/CollaborativeMinistry/online.html>

School of Law – Community and Economic Development Clinic

<http://law.creighton.edu/index.aspx>

Student Services – Residence Life

--Community Partnership Initiative

<http://www.creighton.edu/ResidenceLife/Community/PartnerInitiative/index.html>

--Cortina Community

<http://www.creighton.edu/Cortina/>

--Freshmen Leadership Program Weekly Service

<http://www.creighton.edu/FLP>

--Multicultural Affairs

<http://www.creighton.edu/MulticulturalAffairs/>

III. CREIGHTON AS FAITH-BASED INSTITUTION OF HIGHER EDUCATION IN 2005

A. The Society of Jesus – Wisconsin Province – At Creighton

Creighton is **special** because of the dedication of the men who belong to the Wisconsin Province of the Society of Jesus – the Jesuits who are missioned to serve at Creighton University.

St. Ignatius of Loyola, founder of the Jesuits, wrote the Spiritual Exercises which shows one how to live life to its fullest. The Creighton community is enthused with this spirit for living life because the Jesuits share their special inspiration for understanding life, for teaching, and for serving the poor and underserved with their lay colleagues.

The dreams of the 5 faculty – one lay man, one lay woman, and three Jesuits – who began teaching at Creighton College on September 2, 1878, could not have envisioned what Creighton's outreach would be in 2005.

The outreach to persons who are hungry to be fed with spiritual food comes from Creighton through its many theology-based programs and the unique Online Ministries Programs from the Collaborative Ministry Office at Creighton. People from all states in the U.S.A. as well as from over 130 countries around the world receive resources for their faith development annually.

B. Creighton's Online Ministries

<http://www.creighton.edu/CollaborativeMinistry/online.html>

The Online Ministries website developed by Andy Alexander, S.J., and Maureen Waldron is unique among the 28 Jesuit universities in the United States and as far as can be determined, is unique in the world. It is by far the most extensive outreach of Creighton in the world. It averages 15 million hits to its website pages per year.

The Online Ministries is an eight year old outreach by the university which offers to the world something that is key in Creighton's Mission Statement: "...transcendent values, especially our relationship with God..."

What began as a peer-to-peer ministry for the Creighton campus quickly became global as people around the world discovered the power of the internet. **All of the resources on this website are available for free to others to use in printed materials, with the only request being that a line crediting the Online Ministries be included in the printing.**

What is it? The Online Ministries is a website of more than 1,000 web pages. It includes the most popular section, the Daily Reflection, a powerful 34 week retreat designed especially for the internet, a Weekly Guide for Daily Prayer segment, as well as liturgical seasonal resources for Advent/Christmas and Lent/Easter and other resources.

The Online Retreat is now available in Japanese, Spanish, Russian, and Chinese (in the near future).

Feedback comes from spontaneous comments to a “guestbook” link, from e-mailed sharing about the retreat that is posted on the website, from a feedback form built into the latter weeks of the 34 week Online Retreat and from many “instant” responses generated by a link to the day’s writer at the bottom of each Daily Reflection.

Attention is paid to the global diversity of the audience, particularly with the Daily Reflections. The divergence in the liturgical calendar is always accommodated in the reflections and each piece is edited to be inclusive to the world community. (e.g. Instead of “Today is election day,” it would put it in the global context: “In the U.S., today is election day.”)

The Online Ministries website is visited by people from over 130 countries. This is a list of the countries in that group that most use the website:

Australia, Canada, United Kingdom, Philippines, New Zealand, Singapore, Italy, Malaysia, US Military, France, India, Poland, Germany, Mexico, Netherlands, Norway, Belgium, Japan, Sweden, Trinidad and Tobago, Malta, South Africa, Finland, Austria, Indonesia, Switzerland, Yugoslavia, Papua New Guinea, Eritrea, Czech Republic, Romania, Kenya, Brazil, Portugal, Old Style Arpanet, Viet Nam, Thailand, Saudi Arabia, Denmark, Ireland, Tanzania, Hungary, Slovak Republic, Peru, Argentina, Chile, Fiji, Virgin Islands (U.S.), Taiwan, Spain, Estonia, and Lithuania.

C. Creighton as a Catholic Institution of Higher Education – Outreach to the Local Church

1. Assistance to the Archdiocese of Omaha

Since the 1970’s Creighton has consistently worked with the Archdiocese of Omaha to be a partner with the Archdiocese to provide theological resources and ministry programs for the people of North East Nebraska. On the occasion of Creighton’s 125th Anniversary celebration on February 8, 2004, at St. John’s Church on the Creighton campus, the Most Reverend Elden Francis Curtiss, Archbishop of Omaha, said these words in his address to the Creighton community:

“I do not think there is a Jesuit College or University in the world that is more closely attuned to the local church, to the diocese, than Creighton University. The mission of Creighton as a Catholic University has been supported all these years by the Archdiocese and the educational mission and ministries of the archdiocese have been supported by the University. This has resulted in a high level of cooperation and support. There have been and continues to be dialogue and respectful exchanges between the academic community and the faith community....”

Creighton’s on-going Assistance to the Archdiocese of Omaha in 2005 was the following:

- a. Annually support fundraisers of Catholic agencies like Catholic Charities – especially during the outreach efforts for victims from Hurricane Katrina – as well as Salsa and some grade schools in South Omaha.
- b. The MAGIS program from the College of Arts & Sciences concentrates on forming teachers to serve in the underserved Catholic schools in the Archdiocese.
- c. Many faculty, staff, and administrators serve on parish boards and committees.

- d. The School of Nursing serves all Catholic schools by having faculty and students in the School of Nursing do the health checks in the schools themselves. This is a very good partnership of the Creighton School of Nursing and the schools of the Archdiocese. All receive benefits.
- e. F.A.I.T.H. – FAITH is a partnership between the Archdiocese of Omaha and Creighton University that provides Catholic adult religious education and enrichment for those already participating in parish ministries. Started by the Archdiocese, Creighton provides meeting space and Theology instructors for a variety of topics. Both rural and urban ministers of the diocese are served through a distance education transmission.
- f. Master of Arts in Ministry – This specially designed program was developed by the Office of Lay Formation of the Archdiocese of Omaha and the Graduate School and University College of Creighton.
- g. Special outreach to Catholic High Schools:
 - Creighton offers undergraduate scholarships for auctions at annual fundraisers
 - Creighton supplies sweatshirts/T-Shirts, etc., for auction at fundraisers
 - Some schools rent Creighton facilities for special events
 - Creighton continues to support technology of high schools that were first started with Creighton – if the high schools still need Creighton’s assistance
- h. Project Welcome – Creighton works in partnership with the Archdiocese of Omaha to supply the Executive Director for Project Welcome Sudanese Refugee Ministry of the Archdiocese. This ministry works with Sudanese families and their children to ensure that the first generation of Sudanese refugee children will succeed in school. Creighton faculty and students participate in fundraising and in volunteering with Sudanese refugees in various social and educational programs.

2. Creighton Faith-Based Resources for the Archdiocese of Omaha and Beyond

- a. Certificate programs in Liturgy, Theology, Ministry, Spirituality, Youth Ministry, and Family Ministry (Through University College of Creighton)
- b. Undergraduate programs in Theology
- c. Master of Arts in Theology, Ministry, and Christian Spirituality
- d. Creighton Campus Ministry
- e. Creighton Center for Marriage and Family
- f. Creighton Center for Health Policy and Ethics
- g. Creighton Center for Service and Justice
- h. Deglman Center for Ignatian Spirituality
- i. Rabbi Myer and Dorothy Kripke Center for the Study of Religion and Society
- j. Philip M. and Ethel Klutznick Chair in Jewish Civilization
- k. Creighton University Retreat Center in Griswold, Iowa
- l. Institute of Priestly Formation is housed on the Creighton campus and annually has a program that serves priests from all states especially in the summer programs
- m. Creighton has a partnership with the Diocese of Des Moines: Undergraduate Certificate Programs in Theology (Through University College of Creighton)
- n. Creighton has a partnership with the Diocese of Des Moines: Formation for Pastoral Ministry Leadership (Through University College of Creighton)
- o. KAIROS Project, an educational outreach by Creighton’s biblical scholars; audio tapes for CDs for purchase. (Through University College of Creighton)

The above programs have website addresses that can be accessed through the main website address of Creighton – <http://www.creighton.edu>.

Other resources of Creighton are found in 27 Catholic schools of the Archdiocese of Omaha. These resources are like the following: health care screenings done by the School of Nursing, Educational Opportunity Programs (EOP), drug education programs done by the School of Pharmacy and Health Professions, etc.

3. Special Program for United States Conference of Catholic Bishops Marriage and Family Committee Takes Place on a University Campus – Creighton University

In October 2005, the Creighton Center for Marriage and Family hosted a colloquium titled “Promoting and Sustaining Marriage as a Community of Life and Love” for the United States Conference of Catholic Bishops Marriage and Family Committee. Dr. Michael Lawler, director of the Center, facilitated the colloquium. The program brought together several theologians and social scientists in a common search for effective ways to present church teaching and to pursue pastoral ministries.

The colloquium was a major step in the work of the Bishops’ committee as it develops a pastoral letter on marriage for the United States.

This was the first time that a committee of US Bishops held a meeting on a university campus. Dr. Michael Lawler wrote to President John Schlegel, S.J., the following:

“The colloquium for the Bishops’ Committee on Marriage and Family is now successfully behind us and we wish to acknowledge that it could not have been so successful without your generous support. Your decision to host the colloquium at Creighton, and to support what Bishop Boland called in his closing remarks ‘outstanding hospitality on the part of Creighton University’ was an inspired decision....Equally important, perhaps, from a Creighton perspective, it provided a model of cooperation between a Catholic university and the Catholic Church that did not go unnoticed....”

D. Creighton’s Special Outreach – Enthused by the Mission of the Society of Jesus

1. A Staff Advisory Council Project at a Jesuit University – Sole Searching

The Staff Advisory Council, which advises the President in matters affecting the general welfare and working conditions of all members of the support staff, has an annual project to do outreach from Creighton to disadvantaged communities.

In 2005, the Staff Advisory Council started Sole Searching, an outreach program to the Omaha Tribe of Nebraska. The project sought donations of new shoes, mostly for children with four collection times during the year. Over 200 pairs of shoes were donated through the program, benefiting many members of the Omaha Tribe. In partnership with the Office of Interprofessional Scholarship, Service and Education (OISSE), the tribe utilized the shoes as

incentives for engaging in exercise at the Four Hills of Life Wellness Center and the Valentine Parker Jr. Prevention Center, both part of the Omaha Tribe Diabetes Program. For example, shoes were given to children who participated in a walk for children and their moms.

2. A Jesuit Mission – Creighton University’s Diversity Scholars Program

The Creighton University Diversity Scholars Program was established in 1987. It was originally intended to provide scholarship assistance to black youth in Omaha who might not otherwise be able to afford a Jesuit education.

Since 1987 the program has provided from 4 to 6 full-ride scholarships each year, including room and board, to Omaha area black students. In 1994 the program added scholarships for Hispanic youth from Omaha area high schools.

In 2005 the program provided 8 full-ride scholarships to black and Hispanic youth from the Omaha area. It has been tremendously successful. Many of the scholars have pursued postgraduate education. Several have earned masters or professional degrees at some of the nation’s most prestigious colleges and universities including Harvard, Stanford, the University of Virginia, Washington University, Emory University, Yale, Dartmouth, the University of Connecticut, and the University of Nebraska Medical Center.

Since 1987 Creighton University has provided approximately 145 scholarships to black and Hispanic scholars.

3. A Jesuit Mission – Outreach to Native American Nations

a. Educating Native American Youth and Their Families

Educating Native American youth has been an ongoing mission of the Society of Jesus (Jesuits) since the beginning of their missions to the peoples of the Pine Ridge, Rosebud, and Wild River reservations in the 1880’s. Since the 1950’s, Creighton has provided a single yearly scholarship for a qualified Native American student from either the Rosebud or Pine Ridge Reservations.

Since the year 2000 Creighton has significantly expanded its mission to recruit, support, and retain Native American students at Creighton so that Native American students today come from many parts of the United States with a significant number from Red Cloud Indian School which continues to be operated by the Jesuits.

Creighton has a more extensive outreach to Native American students, their families, and communities than most other Jesuit universities. Ray Bucko, S.J., assists with the Tekakwitha Conference (a national organization of Catholic Native Americans) and is an external consultant for the Ad Hoc Committee on Native American Affairs for the National Conference of Catholic Bishops. This position entails providing a social science perspective for their documents, programs, and new initiatives. Fr. Bucko, S.J., also teaches Basic Directions in Native Ministry, a ministry training program for Native and Non-Native personnel at Catholic missions. He teaches at a similar program sponsored by the Episcopal Church at the Vancouver School of Theology in Vancouver, Canada.

Fr. Bucko, S.J., also coordinates the Lakota Immersion Mentorship Program – The Lakota immersion – mentorship program for Creighton University administrators, faculty and staff includes working with Lakota high school students who are preparing for college. Other work includes visiting historical and cultural sites on the Pine Ridge and Rosebud reservations and a dialogue with Lakota students currently enrolled at Creighton as well as with other Lakota living on the reservations. They work with students at Red Cloud High School, a Jesuit school on Pine Ridge as well as students at Pine Ridge High School and other high schools on the reservation.

Another Jesuit, Don Doll, S.J., gives time and a special service to Native Americans in many different ways. One is to annually develop the Red Cloud calendar that is sold to gain income for the Rosebud Reservation.

Tami Buffalohead-McGill, a graduate of the Creighton College of Arts and Sciences, is employed at Creighton as Director of Student Support Services and Coordinator for National Scholarship programs. She works with an elaborate internal and external network to Creighton to reach targeted communities that have a percent of economically disadvantaged students who achieve academic success in their high schools. Currently she works with achieving students in South Dakota, Colorado, Nebraska, Kansas, and Iowa.

b. Healthcare for the Omaha and Winnebago Nations

The Office of Interprofessional Scholarship, Service, and Education (OISSE) of the School of Pharmacy and Health Professions – through a grant – “...offers interprofessional health-related community outreach to health profession students in a variety of underserved communities...”

According to the 2005-2006 Annual report of OISSE we find the following information:

- Due to an increased student interest in Native American Outreach, OISSE led the Native American Special Interest Group in which 38 students participated in a variety of health related outreach and cultural activities
- 952 Tribal members were served -- these numbers exclude 2468 clinic visits (occupational and physical therapy) at the Winnebago Hospital and Four Hills of Life Wellness Center.
- Since 1999, OISSE has provided interprofessional student training to 1171 students from across the health sciences in the Omaha and Winnebago communities through support from the HRSA funding.

c. Native American Retreat

- Creighton’s Office of Multicultural Affairs was recognized for its commitment to civil rights and Native American issues and outreach initiatives during the Nebraska Commission on Indian Affairs 2006 Chief Standing Bear Commemoration Celebration on May 12, 2006, in the rotunda of the State Capitol.
- Ricardo Ariza, director of the Office of Multicultural Affairs, said the following in his acceptance comments: “We have touched the lives of more than 600 Native American High School students over the past 10 years through our Native American retreat program for high school students. Thanks to the commitment of Creighton University and the involvement of the University’s Native American Student Organization in planning and coordinating the retreat since its inception, we have been able to show these students that college is possible and offer them a chance to grow to their full potential.”

- This year more than 100 students from 16 colleges and universities from across the nation attended the Annual National American Indian Leadership Conference hosted by Creighton University.

d. Creighton is the only Jesuit University to offer a Native American Studies Major

Native American Studies was initiated at Creighton University in the fall of 2002. We are the only Jesuit University in the world to offer this major. We are also the only university in Nebraska to offer Native Studies as a major.

4. A Jesuit Influence on Campus – Creighton’s Center for Service and Justice

Grounded in Jesuit values and Catholic Social Teaching, the Creighton Center for Service and Justice is committed to building a community of faith in service, for justice. This center invites students, faculty, staff, and administrators to join in their programs. Here are some examples of the Center’s outreach programs from the Center’s website:

- a. A record 192 participants served and learned around the country on Spring Break Service Trips. Watch a new mini-movie about Spring Service Trips produced by students Kelly Orbik and Marie Young.
- b. Support for those affected by the earthquake in South Asia (Pakistan, India, and Afghanistan) and Hurricane Stan in Central America: The International Federation of Red Cross and Red Crescent Societies, and Catholic Relief Services are just two of the many organizations active with relief work in these regions to which you might consider donating.
- c. Interested in volunteering here in the Omaha area? Check out our interactive page about local agencies. (Updated each August)
- d. Check out the wonderful resources for justice at the Collaborative Ministry Office’s website: *The Promotion of Justice: Resources for Exploring the Jesuit and Catholic Tradition*.
- e. Spirit of Peace Community: An intentional volunteer community just off Creighton’s campus composed of upper class students choosing to live in simplicity and prayerful reflection.

The Center for Service and Justice helps students mature in ways no other college activity at the undergraduate level can. It helps those who are involved to grow up to the realities in life beyond the struggles of college study, learning about mature relationships, and learning about what special gifts and talents they alone have.

In a student’s own words: *The Creightonian*, 17 March, 2006, “Students Learn From Service Trips.”

“Fresh Vision,” Anne Pick, Copy Editor

“Hurricane relief may have dropped off the media radar, but it is definitely closer to home for me now that I have visited the South....If I learned one thing from this service trip, it was that I am very blessed to have basic necessities and an education and should not take them for granted. Being a student at a Jesuit institution brings an extra responsibility to help those who are less

fortunate. It made me realize that getting an education is a privilege in itself, but the next step is using that knowledge to benefit others, not just yourself. In the words of Margaret Mead, ‘Never doubt that a small group of thoughtful committed citizens can change the world; indeed it’s the only thing that ever has.’”

In summary, Creighton -- because of its Jesuit inspiration to provide faith-based resources for reflection upon one’s purpose in life and its mission to educate, the underserved -- has consistently continued the above programs concerning theological resources, partnership with the local church (Archdiocese of Omaha and the Diocese of Des Moines), Online Ministries, diversity scholarships, the Center for Service and Justice, and more. These examples of outreach are very much in the tradition of Creighton as a Jesuit Catholic University.

5. A Jesuit Influence in the Dominican Republic – The Institute for Latin American Concern (ILAC)

For over 30 years, Creighton’s Institute for Latin American Concern has provided assistance, health care, and education for the people of the Dominican Republic. At the same time the program gives students a unique opportunity for service and reflection. Creighton’s ILAC programs offer dental, medical, nursing, pharmacy, law, physical therapy and occupational therapy, undergraduate and professional students the opportunity to learn, to serve, and to be served in the Dominican Republic. These same opportunities are also offered to high school students – as well as faculty-led groups, medical/surgical teams and other college/university students.

In this exchange of gifts, students, faculty, and professionals continue to be inspired through a conscious awareness of cultural differences and sensitivity to the cultural context of their service-learning experience. Through reflection on these new understandings, participants learn new lessons that help them become beneficiaries of their own self-knowledge and respect for others. Often participants feel as if they receive more than they give. One recipient said, “ILAC reaffirmed by faith, created and strengthened friendships, and directed my life toward love.”

Through the ILAC program in the Dominican Republic, Creighton continues to serve the poor and disadvantaged through the many service-learning programs housed at the ILAC Mission. This special program flows from the heart of the Creighton Jesuit Catholic mission.

6. Jesuit Education – Special Outreach by Don Doll, S.J.

Don Doll, S.J., Professor of Journalism and Mass Communication and Holder of the Charles and Mary Heider Endowed Jesuit Faculty Chair

Fr. Doll, S.J., serves the Creighton University community as well as Jesuits throughout the world. He is an internationally recognized photojournalist who began his career photographing the Lakota people at the Rosebud Reservation in South Dakota when he was a Jesuit seminarian. His work has appeared in numerous publications, including National Geographic and the “Day in the Life of” book series. His own books include Crying for a Vision and Vision Quest: Men, Women and Sacred Sites of the Sioux Nation. He holds Kodak’s Crystal Eagle Award for impact in photojournalism. In 2006, Fr. Doll, S.J., was named Nebraska’s Artist of the Year.

Because of his being the holder of the Charles and Mary Heider Endowed Jesuit Faculty Chair at Creighton, he undertakes photojournalism projects to promote the mission of the Society of Jesus worldwide in addition to teaching photojournalism courses at Creighton. He is an advocate for service and justice work in the world. Among the volunteer opportunities he promotes are the following:

Red Cloud Indian School – <http://www.redcloudschool.org>

Fr. Halligan's Working Boys Center – <http://www.centromuchachotrabajador.org>

The Jesuit Volunteer Corps – <http://www.jesuitvolunteers.org>

The Jesuits – <http://www.jesuitswisprov.org/join-us.html>

7. The Wisconsin Province of Jesuits

The Wisconsin Province of Jesuits are part of a network of provinces all over the United States as well as throughout the world. To better understand the inspiration and work of the members of the Society of Jesus, Creighton has more information on its website:

- a. Jesuits – <http://magis.creighton.edu/cujesuits/>
- b. Society of Jesus USA – <http://www.jesuit.org/>
- c. Education for Justice at Creighton University Since 1975: A Self-Study – <http://www.creighton.edu/Justice/>

IV. SUMMARY OF FINDINGS FROM SURVEY INSTRUMENT #3: “SURVEY OF CONSTITUENTS OF CREIGHTON’S OUTREACH AND SERVICE IN 2005-2006”

In April 2006, the Vice President for Institutional Relations contracted with Dr. Ruth Tempelmann, a person not familiar with Creighton but who has done qualitative research as part of her work, to do a qualitative survey of Creighton’s constituents concerning service and outreach. A limited number of students and directors of agencies/nonprofits in the Metro-Omaha community would be interviewed face-to-face.

The survey was done to get an overall picture related to the following questions:

- Do students see Creighton’s mission of receiving an education to become a leaders in one’s career or profession to be not only for one’s self, but also that their personal gifts and talents are to be used for others?
- Do agencies, organizations – the community – perceive Creighton to be of service to the communities’ needs?
- Is Creighton seen as a partner in building up the community?
- What are some of Creighton’s strengths concerning service/outreach – with her students and communities?
- What are some areas that need improvement – concerning service/engagement/outreach - with her students and communities?

Dr. Ruth Tempelmann described the project this way. (Excerpts are taken from her overall description.)

“This project addresses the upcoming Higher Learning Commission’s accreditation being conducted in 2007. Of special interest is Criterion Five: Engagement and Service. This criterion specifies that an institution of higher learning must ‘care deeply about how its work intersects with the lives of individuals on and off campus and with local, national, and global organizations.’

As stated in the Creighton University mission, ‘Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are the core values of Creighton.’

The instrument titled ‘Survey of Constituents of Creighton’s Outreach and Service’ consists of open-ended questions. Individuals were interviewed and given the opportunity to respond in areas of important to the Office of Institutional Relations. Based on qualitative research, the instrument was used to determine the perception that individuals have on services provided by Creighton University.”

Interviews were conducted with students and agencies to address the above questions.

The Vice President asked a number of persons connected with schools and colleges as well as some of the CU & CUMC Community Relations network members to read the report and give their impression of the findings.

Here is a summary of the findings from Dr. Ruth Tempelmann and readers of the report.

Concerning Students – Creighton’s Primary Constituents

Undergraduate Students

Strengths:

Students understand and respect Creighton’s mission of helping to form men and women to be in service for and with others:

- Creighton has versatility and breadth of involvement.
- Creighton’s values are expressed and lived in a consistent manner throughout all aspects of campus life: extra-curricular activities, faculty in the classroom, curriculum and students.
- There is an overall awareness that students express in that there are numerous opportunities for students to be part of service/outreach activities. They value the service components of Creighton’s education.
- The community contributes to students’ education. Students seem to realize this.
- The departments of theology, philosophy, justice and peace as well as the Cortina community were especially mentioned.
- Starting from “Day One” the residence halls offer opportunities for service-oriented projects with posted announcements.
- When undergraduate students were asked about their perceptions of Creighton’s level of preparation for a life of service, the responses all contained high praise. Many comments were focused, “I want to give back to others.” “We have an obligation to ourselves and our community.” “There is an emphasis on living for a greater cause.” “It is all about giving to other people.”
- An interesting comment by one undergraduate student pointed out that “It is not just in the classroom, but outside the classroom. We are encouraged not to always go along with the media.”
- “Doing service work goes beyond college and giving back is a life-long process.”
- Creighton’s years of being engaged in various communities gives it credibility.

Areas for Development:

- Not all undergraduate students understood the connection between the service in which they were involved or why they were encouraged to participate. One student stated that doing a service project felt good, but that he/she might not be motivated to do so in the “real world.”
- One student said, “Creighton pushes for service, but does not emphasize the purpose of doing service to make social change.”
- One undergraduate suspected “covert” reasons for emphasis on service, suspecting that Creighton may have a desire to improve their “numbers” in doing so.”
- Several undergraduate students expressed opinions addressing the religious aspect of service, stating that they would like opportunities outside the religious realm.

Professional Students

About the report:

“The report did not go deep enough into finding each professional schools’ students opinions.”

“Disappointed that no students from the School of Pharmacy and Health Professions were interviewed. Those students do a lot of work on the Omaha and Winnebago reservations.”

Strengths:

Students in some professional schools seem to be more engaged than in others. There are many demands on professional students’ time. Some are married with children and have more obligations. Students understand they are to be men and women for others as evidenced by their work in the Dominican Republic, on Native American Nations’ reservations, etc.

One professional student stated that he was in the Naval Reserve, which limited time for service and outreach.

- Indirectly, Creighton prepares students for a life of service by having students serve on boards, providing tutors and laptops, offering pro bono work in the community and in an on-campus legal clinic.
- Deans and professors talk to students and are visible in various service activities.
- Professional students appeared more futuristic in their thinking than undergraduates and commented that they may get involved in more service projects back home.
- One non-Catholic student appreciated the “Ignatian Values” that were outlined in the first year of school.
- A student stated that “professors were good people and supported a life of service-oriented work” which was in line with his personal belief.

Areas for Development:

- Some students suggested a closer connection between the students and the community.
- Some students were guardedly complimentary in their perceptions, stating that Creighton “to a certain extent” is helping students prepare for a life of service or Creighton is “doing an O.K. job.”
- Some professional students suggested to Creighton to encourage more students to participate in blood drives or health seminars.
- A foreign student felt there “was nothing for international students, but may take an internship next year.”

Non-Profit Organizations

A total of eleven non-profit organizations were interviewed addressing Creighton’s mission of service and outreach in the community.

Strengths:

Question: What is your perception of Creighton University and its mission....evoked numerous positive responses:

- Excellent to work with
- Approachable

- C.U. delivers what they say
- A terrific university
- C.U. is better at services than other institutions of higher learning.
- C.U. puts forth significant effort to be involved with service in the community.
- I have nothing negative to say about C.U. and I'll bet most of the feedback is positive.
- We have high regard for the institution and the individuals at C.U. It is professional and in very high regard.
- C.U. involvement with Hispanic kids is beneficial.
- Those representatives from the local non-Catholic community who were interviewed had high praise for Creighton and its outreach programs. "The C.U. mission of service is very evident. Not only through the students who help us, but the city of Omaha also benefits."
- C.U. graduates have a strong work ethic to be of service to our organization. The expectation is to give back to the community.
- Creighton is very strong in meeting our needs.
- A public library representative commented, "C.U. has gone out of their way to work with us in the community, a good blending of a public entity and a non-profit organization."
- There are more opportunities to be involved with Creighton. We are considering opening a computer lab to parents for training.

Areas for Development:

- C.U.'s mission is excellent, great philosophy, but does not always execute the mission.
- C.U.'s internal focus is good, but not so good externally.
- We have a great respect and relationship with C.U., but it could and should be better.
- The C.U. staff and administration could take advantage of more opportunities to do service on "company time" which would more fully demonstrate their commitment to service in the community.
- A relationship with inner-city kids and North Omaha still needs to grow. It is important for C.U. students to have experience with lower income populations. C.U. students can be good role models for lower income kids. They (the kids) would benefit from an even deeper relationship with the college students.
- The relationship with the Latino community could be furthered by offering more scholarships to Latinos.
- Involvement with the African American community is low.
- Non-profits wish to stay in partnership with Creighton.
- We would like to see C.U.'s faculty join in on public policy issues. There is not as much involvement as could be.
- Organizations said they work with other institutions in the community beside Creighton...however two said they are only affiliated with Creighton.
- One agency said that UNO deals with diversity issues better than C.U.
- We would like more dialogue between C.U. and our agency in making decisions on health care in the community, and possible reciprocity in board membership."
- A number of individuals interviewed connected Creighton to CUMC and responded about Creighton according to their relationship with CUMC. Perceptions about the hospital, good and bad, are attributed to the colleges and schools.

Comments from some Creighton Deans and Directors are these. We need to do the following:

1. There is a lot that goes on that people don't know about. We need more PR about our outreach. Example: the agency that wants to begin a computer lab for training may want to use the Creighton@Bryant Technology Center that Creighton sponsors.
2. The hospital and its activities are directly impacting the community's perception of the University. We need to see how to work with those perceptions.
3. We need to focus on certain services and activities and find our niche.
4. We need to develop evaluation tools for all our outreach activities.
5. We need to involve international students in community outreach.
6. We need more effective outreach to and recruitment of Latino students.
7. We need more involvement with the African American community.
8. The community does not understand why Creighton cannot do more "service" or "outreach" when it sees Creighton's goal of \$350,000,000 for the "Willing to Lead" campaign.
9. Outside agencies seem to hold Creighton to a higher standard of service than other like institutions because we actively promote our Jesuit and Catholic tradition. We need to live up to our/their standards.

V. ANOTHER STEP IN MOVING FORWARD WITH CREIGHTON'S SERVICE/OUTREACH/ENGAGEMENT

In August 2006, 134 faculty, staff, administrators, and students (including all Vice Presidents and Deans) were asked to complete the "Institutional Self-Assessment Survey for Creighton's Engagement" (adapted from "Building Capacity for Community Engagement: Institutional Self-Assessment, 2005, Community-Campus Partnerships for Health").

Fifty-nine (59) or 44% responded. During fall 2006 the data will be analyzed to see how Creighton can improve its service and engagement in the next 3 to 5 years.

Creighton is an institution of integrity in that it does what it says it does: it provides an excellent education in the Jesuit and Catholic tradition. It continually reviews its educational and service/community outreach programs. Creighton makes adjustments so that students will have the best education possible and become men and women for and with others in their current and future lives.

**Members of the Creighton University (CU) and Creighton University Medical Center
(CUMC) Community Relations Committee in 2005
(Designated by Vice Presidents and Deans)**

| NAME | AREA |
|--------------------------|--|
| Ariza, Ricardo | Multicultural Affairs |
| Austin, Dr. Timothy | College of Arts and Sciences |
| Batten, Andrea | Staff Advisory Council |
| Boykins, Penny | Excellence in Teaching, Learning & Assessment |
| Braden, Barbara | Graduate School |
| Brown, Florence | Community Health Center |
| Bucko, Fr. Ray | Native American Outreach |
| Bunger, Joyce | School of Nursing |
| Burkey, Dan | Administration & Finance |
| Callone, Pat | Institutional Relations |
| Champ-Blackwell, Siobhan | Health Sciences Library |
| Cochran, Dr. Teresa | School of Pharmacy & Health Professions |
| Crouchley, Maureen | University College & Summer Sessions |
| Dougherty, Diane | Alumni Relations |
| Eden, Robyn | Public Relations |
| Finan, Ed | CUMC/Tenet Community Relations Coordinator |
| Gaston, Maria Teresa | Center for Services & Justice |
| Kavan, Dr. Michael | School of Medicine |
| Kosoko-Lasaki, Dr. Sade | Health Sciences, Multicultural & Community Affairs |
| Larkin, Audrey | Information Technology |
| McCandless, Michael | Fine & Performing Arts Lied Education Center |
| Meng, Dr. Tom | School of Dentistry (alternate) |
| Montag, Fr. John | College of Business Administration |
| Moody, Corie | Creighton Medical Associates |
| Orbik, Raquel "Kelly" * | Student representative, undergraduate (A4) |
| Peak, Frank | Community Outreach Services Project Coordinator for CUMC |
| Pearson, Wade | Educational Opportunities Program |
| Pierce, John | Affirm Action/Special Asst for Diversity & Outreach |
| Pinkerton, Lori | Creighton Medical Associates |
| Rogers, Mary * | Student representative, professional (M3) |
| Salzinger, Fred | Health Sciences & Government Relations |
| Shew, Helen | Center for Health Policy & Ethics |
| Sharrar, Tricia | School of Law |
| Starzyk, Michele | Student Services/Student Activities |
| Swoopes, Jim | College of Business Administration |
| Voltz, Dr. Joy | School of Pharmacy & Health Professions (alternate) |
| Waldron, Maureen | Collaborative Ministry |
| Warin, Colleen | President's Office |
| Westerman, Dr. Gary | School of Dentistry |
| Wissler, John | Athletics |
| Young, Jr. Wayne | Residence Life |

* Student(s) appointed annually by President of Creighton Students Union.

Attachment B

Individuals Who Completed Creighton's Community Outreach Questionnaire for 2005 and Their Program(s)

| Last Name | First Name | Department | Name of Program |
|--------------------|--------------|---|--|
| Acheson | Stephanie | Residence Life | Boys and Girls Club |
| Ariza | Ricardo | Multicultural Affairs | 10th Annual Native American Retreat |
| Ariza | Ricardo | Multicultural Affairs | 2nd Annual All Nations Pow Wow |
| Ariza | Ricardo | Student Services | Campustown 2006 |
| Ariza | Ricardo | Student Services | Nebraska Hispanic/Latino Educational Summit |
| Ariza | Ricardo | Student Services | Omaha Public Schools Native Indian Centered Education |
| Becker | MacGarret | Residence Life | Residence Life Community Partner Initiative |
| Bergman | Roger | Justice & Peace Studies Program | Justice & Peace Studies Senior Seminar (JPS 499) |
| Beste | Jason | School of Medicine | Project CURE |
| Black | Marge | Health Sciences-Multicultural & Community Affairs | Glaucoma Outreach |
| Boykins | Penny | AEA/Affirmative Action | Adopt A School |
| Boykins | Penny | AEA/Affirmative Action | Creighton-TeamMates Mentoring |
| Bretl | Jim | Creighton Career Center | Employer Outreach Activities |
| Brown | Florence | Cardiology/Community Health Center | Omaha Black Nurses Association |
| Brown | Florence | Cardiology/Community Health Center | Creighton's Community Health Center's Walking Club |
| Brown | Florence | Cardiology/Community Health Center | Support Group My Sister's Keeper's AF. Am Br. Ca. Survivor's |
| Brown | Florence | Cardiology/Community Health Center | HIV/STD Screenings |
| Brown | Florence | Cardiology/Community Health Center | Health Fair Screenings |
| Brown | Florence | Cardiology/Community Health Center | NHHS Every Woman Matters Program |
| Brown | Florence | Cardiology/Community Health Center | Educational Sessions |
| Brown | Florence | Cardiology/Community Health Center | Alzheimer's Association Support Group |
| Bucko | Ray | Sociology/Anthropology | Basic Directions in Native Ministry |
| Bucko | Ray | Sociology/Anthropology | National Conference of Catholic Bishops -- Native Committee |
| Bucko | Raymond | Sociology/Anthropology | Lakota Mentorship Immersion Program |
| Bucko | Raymond | Sociology/Anthropology | National Tekakwitha Conference |
| Buffalohead-McGill | Tami | Student Support Services | Gates Millennium Scholarship Outreach |
| Bunch | Channing | Health Sciences-Multicultural & Community Affairs | Biomedical Summer Research for Minority Students |
| Bunch | Channing | Health Sciences-Multicultural & Community Affairs | Focus on Health Professions |
| Bunger | Joyce | Nursing | School Health Screenings |
| Bunger | Joyce | Nursing | Creighton in the Community Television Show |
| Champ-Blackwell | Siobhan | Health Sciences Library | Health Sciences Library Outreach |
| Cords | Katie | Marketing and Public Relations | Nebraska LEAD Conference on Social Issues |
| Crichton | Dusten | Residence Life | Community Partner |
| Crouchley | Maureen | University College and Summer Sessions | Leadership in Family Ministry |
| Davis | Richard | Marketing & Public Relations | Holiday Spirit Program |
| Doll, S.J. | Don | The Charles and Mary Heider Endowed Jesuit Chair | The Charles and Mary Heider Endowed Jesuit Chair |
| Dougherty | Diane | Alumni Relations Office | Creighton Alumni National Day of Service |
| Erwin | Coletta | Health Sciences-Multicultural & Community Affairs | Community Oriented Primary Care Endowment |
| Gasper | Juli-Ann | Economics and Finance | Medicare Part D Enrollment Support |
| Gaston | Maria Teresa | Creighton Center for Service and Justice | Ignatian Family Teach-In for Justice |
| Gaston | Maria Teresa | Creighton Center for Service and Justice | Latina Immersion |
| Gaston | Maria Teresa | Creighton Center for Service and Justice | Fall Break Immersions |

| | | | |
|---------------|--------------|--|--|
| Gaston | Maria Teresa | Creighton Center for Service and Justice | Spring Break Service Trips |
| Gaston | Maria Teresa | Creighton Center for Service and Justice | Local Weekly Service |
| Gaston | Maria Teresa | Creighton Center for Service and Justice | East Omaha Community Orientations (EOCO) |
| Gaston | Maria Teresa | Creighton Center for Service and Justice | Service and Justice Volunteer Fair |
| Gaston | Maria Teresa | Creighton Center for Service and Justice | Post-Graduate Volunteer Fair |
| Gaston | Maria Teresa | Creighton Center for Service and Justice | El Salvador Travel Course |
| Goss | Ernie | Economics & Finance | Creighton Forecasting Group |
| Govindarajulu | Nalini | Information Systems and Technology | |
| Greenspoon | Leonard | Klutznick Chair in Jewish Civilization | Klutznick-Harris Symposium |
| Gunter | Patrice | President's Office | Bryant Community Technology Center |
| Harris | Gabriel | School of Medicine | Omaha Food Bank Can Drive |
| Huynh | Be | School of Medicine | Omaha Habitat for Humanity |
| Kracher | Beverly | Marketing and Management | Business & Community Relations service learning course |
| Kreckek | John | Registrar's Office | Nebraska Academic Decathlon |
| Larkin | Audrey | Division of Information Technology | Kellom Academy Service Program |
| Lynch | Teresa | Institute for Latin American Concern | Service Learning for Catholic High Schools |
| Lynch | Teresa | Institute for Latin American Concern | Non-Creighton University Service Learning/HC Projects |
| Lynch | Teresa | Institute for Latin American Concern | Creighton University/ILAC Programs |
| Maliszewski | Wendy | Center for Service & Justice | Family to Family Christmas Program |
| Manning | Kim | Marketing and Public Relations | President's Forum on Business Ethics |
| Marsh | Patti | School of Medicine - Student Affairs | Magis Clinic |
| McCandless | Michael | Fine and Performing Arts | Hope Center |
| McCandless | Michael | Fine and Performing Arts | Music in the Catholic Schools |
| McCandless | Michael | Fine and Performing Arts | Joslyn Art Museum |
| McCandless | Michael | Fine and Performing Arts | Parson's House Retirement Center |
| Meng | Thomas | Dentistry | One World Community Health Clinics |
| Meng | Thomas | Dentistry | ILAC |
| Meng | Thomas | Dentistry | Special Olympics/Special Smiles |
| Meng | Thomas | Dentistry | Give Kids a Smile |
| Meng | Thomas | Dentistry | Omaha Kids Explorer Program |
| Meng | Thomas | Dentistry | Hope Medical Outreach Coalition |
| Meng | Thomas | Dentistry | United Way |
| Meng | Thomas | Dentistry | BSA Learning for Life Exploring Program |
| Meng | Thomas | Dentistry | Sienna-Francis House |
| Meng | Thomas | Dentistry | Catholic Charities |
| Meng | Thomas | Dentistry | Omaha Public Schools |
| Meng | Thomas | Dentistry | Archdiocese of Omaha Schools |
| Meng | Thomas | Dentistry | Visiting Nurses Association |
| Meng | Thomas | Dentistry | Sarpy County Dept of Corrections |
| Meng | Thomas | Dentistry | Charles Drew Community Health Center |
| Meng | Thomas | Dentistry | Nodaway Valley Free Clinic |
| Meng | Thomas | Dentistry | Dr Ben Kutler Memorial Golf Classic |
| Morford | Wayne | Campus Recreation | National Youth Sports Program |
| Morford | Wayne | Campus Recreation | Special Olympics |
| Mosiman | Robert | School of Medicine | Project CURE: Peru |
| Mosiman | Robert | School of Medicine | Project CURE: India |
| Mueller | Joan | Theology | ICC Project Welcome |
| Nath | Ravi | College of Business Administration | Information Technology in the Workplace (ITW) Conference |
| Naughtin | Sara | Residence Life | Project Welcome |
| O'Neill | Sally | Continuing Medical Education | Parkinson's Disease in Clinical Practice for Caregivers |
| O'Neill | Sally | Continuing Medical Education | Institute for Priestly Formation Development Dinner |

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|--------------|---------|--|---|
| O'Neill | Sally | Continuing Medical Education | Advanced Airway Management |
| O'Neill | Sally | Continuing Medical Education | Breast Cancer Treatment Options |
| O'Neill | Sally | Continuing Medical Education | Skin Cancer Treatment Options |
| O'Neill | Sally | Continuing Medical Education | Prostate Cancer Treatment Options |
| O'Neill | Sally | Continuing Medical Education | Advances in Mgt of Melanoma |
| Pearson | Wade | Educational Opportunity Programs | Talent Search |
| Pearson | Wade | Educational Opportunity Programs | Educational Opportunity Center |
| Pearson | Wade | Educational Opportunity Programs | Upward Bound Math/Science |
| Pearson | Wade | Educational Opportunity Programs | Upward Bound |
| Pinkerton | Lori | Creighton Medical Associates | Medical Interpreter Service |
| Pryor | Susie | Marketing | State of Nebraska Dept of Economic Development Brazilian Initiative |
| Purcell, III | Thomas | Accounting | Volunteer Income Tax Assistance |
| Purcell, III | Thomas | Accounting | Habitat for Humanity |
| Rappard | Sarah | Residence Life | Residence Hall Community Partners |
| Risch | Gail | Dept of THL; Center for Marriage and Fam | Center For Marriage and Family |
| Sharrar | Tricia | School of Law | Milton R. Abrahams Legal Clinic & Connie Kearney Endow Chair |
| Sharrar | Tricia | School of Law | Community Economic Development Clinic |
| Sharrar | Tricia | School of Law | Creighton Fund for Clerkships in the Area of Public Interest |
| Sharrar | Tricia | School of Law | Koley Lecture Series & James L. Koley Professorship |
| Sharrar | Tricia | School of Law | Lane Lecture Series |
| Shew | Helen | Center for Health Policy & Ethics | Women and Health Lecture |
| Shew | Helen | Center for Health Policy & Ethics | Roundtables |
| Shew | Helen | Center for Health Policy & Ethics | Clinical Ethics Series |
| Simkins | Ronald | Theology/Kripke Center | Kripke Center for the Study of Religion and Society |
| Smeltzer | Jacob | School of Medicine | Body Basics |
| Starzyk | Michele | Student Services | CSU's Corporate Partnership with Jesuit Middle School |
| Starzyk | Michele | Student Services | Freshman Leadership Program weekly service |
| Starzyk | Michele | Student Services | Welcome Week Community Service |
| Starzyk | Michele | Student Services | Habitat for Humanity |
| Swoopes | James | Marketing and Management | Community Assistance Teams |
| Taylor | Allison | Residence Life | community partner initiative |
| Vaughan | Pamela | College of Business Administration | Dean's Honor Roll for Social Responsibility |
| Voltz | Joy | Pharmacy & Health Professions | Circles of Learning - interprofessional student training |
| Voltz | Joy | Pharmacy & Health Professions | Union Pacific Employee Health Expo |
| Voltz | Joy | Pharmacy & Health Professions | Learning Through Reflective Service: The NA Experience |
| Voltz | Joy | Pharmacy & Health Professions | Fred LeRoy Health & Wellness Ctr: Rho Chi Pharmacy Service |
| Voltz | Joy | Pharmacy & Health Professions | Explorer Program |
| Voltz | Joy | Pharmacy & Health Professions | Fred LeRoy Health & Wellness Center - PT services |
| Voltz | Joy | Pharmacy & Health Professions | ProBono Clinic |
| Voltz | Joy | Pharmacy & Health Professions | Native American Retreat |
| Voltz | Joy | Pharmacy & Health Professions | Native American Special Interest Group |
| Voltz | Joy | Pharmacy & Health Professions | Service Learning with NE Humane Society |
| Voltz | Joy | Pharmacy & Health Professions | JP Lord Wheelchair Service |
| Voltz | Joy | Pharmacy & Health Professions | Interdisciplinary Geriatric Assessments |
| Voltz | Joy | Pharmacy & Health Professions | Building Assets |
| Voltz | Joy | Pharmacy & Health Professions | Pinky the Elephant (poison prevention) |
| Voltz | Joy | Pharmacy & Health Professions | Katy's Kids (drug safety education) |
| Voltz | Joy | Pharmacy & Health Professions | Healthy Church Project |
| Vos | Chris | Education | MAGIS (Mentoring Academic Gifts in Service) |
| Waldron | Maureen | Collaborative Ministry Office | Creighton University Online Ministries |
| Walsh | Susan | Cardiology | Health Fairs |

| | | | |
|---------|-------|------------|------------------------------------|
| Walsh | Susan | Cardiology | Creighton Heart Education Center |
| Walsh | Susan | Cardiology | Creighton Community Health Center |
| Wissler | John | Athletics | Just Read Program |
| Wissler | John | Athletics | Teammates Day |
| Wissler | John | Athletics | Siena Francis House Partnership |
| Wissler | John | Athletics | Bluejays on Demand |
| Wright | Wendy | Theology | Kenefick Humanities Chair programs |

Attachment C

Creighton's Support of 111 Community Events by Purchase of Tables, Walks, Etc. 2005-2006 Master List Supported by: All Areas

| Name of Event | Who Supported Event |
|--|---|
| AIM Technology Banquet Dinner | College of Business Administration (CoBA) & Division of Information Technology (DoIT) |
| Alzheimer's Association Memory Walk | Tenet & Creighton Medical Associates (CMA) |
| American Cancer Society Race for the Cure | Tenet |
| American Cancer Society Relay for Life | Tenet & Creighton Students Union (CSU) |
| American Heart Assoc. Sarpy Cty Heart Gala-Festival of Wines | Creighton Family Healthcare, Cardiac Center & CMA |
| American Heart Association's Girls Night Out | CMA, Cardiac Center |
| American Heart Association's Heart Ball | Tenet, Creighton Family Healthcare & Cardiac Center |
| American Heart Association's Heart Walk | Tenet, Cardiac Center |
| American Lung Association's "Blow the Whistle on Asthma" | Tenet & Partnership in Health (PIH) |
| American Red Cross Heroes In The Heartland | President |
| Annual Press Club Gridiron Show | Public Relations |
| Archbishop's Dinner for Educational Development | President & Tenet |
| Assumption School's FEAST ?? | President |
| Bellevue Chamber of Commerce Annual Banquet (Sarpy Cty) | Creighton Family Healthcare |
| Bergan Mercy Auxillary Candle Light Ball | VP Health Sciences (VPHS) |
| Black Family Health & Wellness Association | Cardiac Center, PIH |
| Boone Cty Health Center Annual Golf Tournament | Cardiac Center |
| Boy Scouts of America Citizen of the Year Luncheon | President |
| Boys & Girls Club Event | DoIT |
| Brownell Talbot's Golden Gala | Cardiac Center |
| Burgess Foundation Poinsettia Ball | Cardiac Center |
| Catholic Charities Irish Fest | President & Tenet |
| Charles Drew Annual Dinner | VPHS, Tenet, Medicine, PIH |
| Chicano Awareness Center Annual Tribute & Scholarship Dinner | Affirmative Action |
| Children's Hospital Eating Disorder Program Fundraiser | Pediatric Dept. |
| Children's Hospital Friends Board Annual Gala | Pediatric Dept., CMA |
| Cinco de Mayo Kick Off Luncheon | President |
| Community Alliance "Breaking the Silence" (mental illness awareness) | Psychiatry Department |
| Concerned & Caring Education Banquet | Arts & Sciences (A&S), PIH |
| Corporate Cycling Challenge | Public Relations & Wellness Council |
| Corporate Cup Run | Public Relations & Tenet |
| Creighton Prep Bash | President |
| Douglas County Cardiovascular Health Initiatives Walk | PIH |
| Duchesne Academy's Conge | President & Cardiac Center |
| Durham Western Heritage African-American Awards | Affirmative Action |
| El Museo Latino's Hispanic Heritage Bus Luncheon | President |
| Girls' Incorporated | School of Medicine |
| Girls' Incorporated "Lunch for the Girls" | Academic Affairs |
| Governor's Lecture in the Humanities | A&S, Kenefick Chair, President |
| Greater Omaha Chamber Economic Outlook Luncheon | President & Tenet |
| Greater Omaha Chamber Business View | President |
| Greater Omaha Chamber Foundation Leadership Omaha Lunch | Academic Affairs |
| Greater Omaha Chamber of Commerce Annual Mtg | President & CoBA |

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| Greater Omaha Chamber of Commerce Business Hall of Fame | President & University Relations |
| Greater Omaha Chamber of Commerce Minority Supplier Lunch | Purchasing Dept. |
| Greater Omaha Chamber of Commerce Small Business Lunch | Development |
| Gross Catholic High School | President |
| Guadalupe Church Festival | Tenet, Creighton Family Healthcare South |
| Habitat for Humanity | Student Services |
| Heartland Latino Leadership Conference | Admissions, CoBA, University College (UC), Human Resources (HR), Law, Tenet |
| Hispanic Heritage Business Luncheon | President |
| Holy Name Parish & School's Harvest Dinner | President |
| Hope Medical Outreach Dinner of Stars | CMA, Psychiatry, Pediatrics |
| "ICAN" Women's Conference | Cardiac Center & Tenet |
| Ignatian Dinner | President |
| Inroads Banquet | Affirmative Action |
| Jaywalk for Jesuit Middle School | CSU & Tenet |
| Jesuit Middle School's 10th Anniversary Dinner | Jesuit Community |
| Juvenile Diabetes Walk to Cure Diabetes | President |
| Latino Heritage Awards Banquet | President |
| Madonna School's Annual Dinner | Tenet |
| March of Dimes "Prematurity Awareness Day" | Tenet |
| March of Dimes "Walk America" | Tenet & OB/GYN |
| Marian Fest | Student Services |
| Mercy's "Fiesta a la Mercy" | President |
| Mt. Michael's "Knights on Broadway" | President |
| Multiple Sclerosis 150 Challenge Bike Ride | CMA, Tenet |
| Multiple Sclerosis Women's Lunch | CMA |
| My Sister's Keeper | PIH |
| NAACP/Amer. Red Cross Training/Disaster Prep. Min. Comm. | PIH |
| NAACP Freedom Fund Dinner/Health Comm. | Affirm Action, Tenet, PIH |
| NCCJ's "Walk As One" walk | President |
| NCCJ's Annual Dinner | President |
| Nebraska Arts Council's Governor's Arts Awards | President |
| Nebraska Multiple Sclerosis Dinner of Champions | CMA |
| Nebraska Nurses Assoc District 2 Celebrate Nursing Breakfast | School of Nursing |
| Nebraska Shakespeare Festival | President, A&S |
| Notre Dame Sister's Development Dinner | Nursing |
| Office of Black Catholic's Banquet | PIH |
| Omaha Bar Association Law Day Luncheon | Law School |
| Omaha Better Business Bureau Integrity Awards | CoBA |
| Omaha Black Nurses Association Health Forum | PIH |
| Omaha Press Club Roast | Public Relations & Student Svcs |
| Omaha Symphony | Tenet |
| One World Community Health Center Milagro Dinner | Dentistry, Medicine, OB/GYN, Tenet, PIH |
| OPPD Annual Award of Excellence Luncheon | President |
| Our Lady of Guadalupe & St. Agnes Parish Annual Fundraiser | PIH |
| Prevent Blindness "Strides for Sight" Walk | Public Relations |
| River City Roundup Heritage Luncheon | CoBA, Public Relations |
| Roncalli's Festa del Leone | President |
| Ruth Solomon Girls' Center Scholarship Luncheon | Affirmative Action |
| Sacred Heart School-CUES, The Gathering | President |
| Safety & Health Council Annual Awards Luncheon | Facilities Mgmt |

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| SALSA | Tenet |
| Salvation Army's DJs Hero Award Luncheon | University Relations |
| Sarpy County Annual Tournament | CMA |
| Sarpy County Chamber of Commerce Annual Banquet | Creighton Family Healthcare |
| Scoutreach Fundraiser | Affirmative Action, Athletics |
| Skutt Catholic High School's Angel Flight | President, University Relations |
| Special Olympics Breakfast of Champions | President |
| St. Albert Catholic Schools Annual Fundraiser | President |
| Union Pacific Health Fair | Cardiac Center |
| United Way of the Midlands Award Luncheon | President |
| University of NE Women's Athletic Dept. Women's Walk | Cardiac Center |
| Urban League Equal Opportunity Day Luncheon | Affirmative Action, PIH |
| Urban League of NE "Annual Whitney Young Jr. Memorial Gala" | PIH |
| Urban League of Nebraska Annual Dinner | President, PIH |
| Wellness Council of the Midlands Well Work Place Awards Luncheon | Student Services, Tenet |
| Wellness Council's William Kizer Light of Wellness Dinner | Student Services, Admin/Finance |
| Women's Fund Luncheon | Academic Affairs, Tenet |
| YWCA Tribute to Women | President |

**Programs/Organizations That Used Creighton Facilities in 2005
At No or Reduced Cost**

1. American Inns of Court
1. American Red Cross Blood Drive
2. American Red Cross Heartland Chapter Community Disaster Training Group Planning Meetings
3. Anti-Defamation League
4. All-Nations Pow Wow
5. Bar Bri – Bar Review
6. Bengal’s North Omaha Athletic Association Annual Banquet
7. Boy Scouts of America
8. Boy Scouts of America Exploration Program
9. Cam-Rail Club
10. Central High School
11. Creighton Federal Credit Union
12. Destination Midtown
13. Douglas County CASA, Inc. – Court Appointed Special Advocates
14. Family Self-Sufficiency Group
15. FLEX Program (AIM institute)
16. Girl Scouts of America
17. GOCA Community Collaborative for Youth Economic Development Planning Meetings
18. Government officials – at their request
19. Great Plains Minority Business Development Council of Omaha
20. Great Plains Psychology Conference
21. Hindu Temple Annual Celebration
22. ICON Library Consortium Meetings
23. Junior Classical League
24. Lexis/Nexis – Legal Research Company
25. Midwest Consortium for Service-Learning
26. My Sister’s Keeper Board Meetings
27. NAACP ACT-SO Competition
28. NAACP Health Committee Meetings
29. NAPM – The Nebraska (National Association of Purchasing Managers – Nebraska Chapter)
30. National Network of Libraries of Medicine Mid-Continental Regional Medical Library
31. Nebraska Academic Decathlon
32. Nebraska Boys and Girls State Soccer Tournaments
33. Nebraska Ethnicity Together working On Reaching Kids, Inc. (N.E.T.WO.R.K.) Recognition Events
34. Nebraska/Iowa Innocence Project – Achieve the exoneration and release of factually innocent inmates through post conviction DNA testing
35. Nebraska LEAD program
36. Nebraska Lied Foundation
37. Nebraska Minority Public Health Association Board Meetings
38. Nebraska Precinct Advisory Council’s annual chess tournament for elementary students from schools in the NE precinct

39. Nebraska Supreme Court
40. Neighborhood organizations – especially Gifford Park and the Jefferson Square Business Group
41. New Creational Transitional Living, Inc. Board Meetings
42. NYSP – National Youth Sports Program
43. Omaha Public Schools Administration
44. Omaha Reads
45. Omaha Symphony – use of Morrison Soccer Stadium for a symphony.
46. Organization for Community Inclusions (OCI)
47. PMBR – Bar Review
48. Shakespeare on the Green
49. SimplyWell
50. Special Olympics
51. Teammates Day
52. Tekakwitha Conference – National Office held conference at Creighton
53. Urban League of Nebraska
54. Y.E.S. Clinic
55. YWCA

Copies of survey instruments are available upon request by contacting:

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(402) 280-4079 or kamorgan@creighton.edu

Instrument #1:

Creighton's Community Outreach Questionnaire Service/Engagement/Partnership Programs
from January 1, 2005 to December 31, 2005

Instrument #2:

Creighton's Faculty, Staff, and Administrators' Involvement in the Community in 2005

Instrument #3:

Survey of Constituents of Creighton's Outreach and Service in 2005-2006