

Strategic Plan
Creighton University

March, 2003

I. INTRODUCTION

DESCRIPTION OF THE INSTITUTION

Creighton University is by far the most diverse educational institution of its size in the nation. It is located in the City of Omaha, Nebraska's largest population center. Creighton enrolls 6,327 persons taught by 625 full-time faculty. In addition to a College of Arts and Sciences, Creighton houses a College of Business Administration, University College, Schools of Dentistry, Medicine, Law, Nursing, Pharmacy and Health Professions, as well as a Graduate School that offers both master and doctorate degrees. In particular, Creighton has been active in establishing continuing education programs and offers a Summer Session of modern design for the contemporary educational consumer. The University College offers undergraduate degree and certificate programs for part-time students and specializes in noncredit offerings for adults.

Thirty-four percent of the University's students are enrolled in the College of Arts and Sciences, thirty-two percent in the health sciences professions, eleven percent in Business Administration, seven percent in University College, eight percent in law, and eight percent in the Graduate School. The combination of relatively small size and unusual diversity is the key to appreciating Creighton University's excellence.

II.

VISION STATEMENT

Creighton University will be a national leader in preparing students in a faith-based setting for responsible leadership, professional distinction, and committed citizenship.

III.

MISSION STATEMENT

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

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

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

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

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

IV.

STRATEGIC PLANNING PROCESS

The Strategic Planning Process commenced in May, 1998, when then Reverend President Michael G. Morrison, S.J., convened a planning meeting facilitated by members of the College of Business Administration. He asked for fifteen to twenty bold new ideas -- a request that generated eighteen initiatives. In the fall of 1998, eighteen task forces were convened to correspond to those initiatives; 232 faculty, staff, administrators and students from across the University served on those task forces.

On May 12, 1999, an all-University planning day was held to communicate and share task force recommendations with the University community. Approximately 570 people attended the event. A report of its results followed; it was sent to all Creighton University personnel. Fr. Morrison then announced his intention to retire within a year on May 26, 1999. An administrative retreat was convened in fall 1999 to decide an appropriate course of action. At that time, administrators performed a SWOT analysis, and the eighteen ideas or initiatives were culled to fifteen. In summer 2000, Fr. Morrison retired, and in fall 2000, Reverend Fr. John P. Schlegel, S.J. was inaugurated as Creighton's new President.

In spring 2001, a steering committee was formed under the direction of Dr. Charles Dougherty, then Vice President for Academic Affairs. That committee was charged to confirm those strategic initiatives that were still relevant and to assign goals and objectives for each. Dr. Dougherty later resigned in summer 2001, and Dr. Barbara Braden assumed strategic planning responsibilities as acting Vice President for Academic Affairs. Under her direction, nine committees were formed in fall 2001 to review the work of the steering committee and to elaborate upon its objectives. In January 2002, Fr. Schlegel convened an administrative retreat to review the work of the committees. At that time, the goals were consolidated to five, supported by relevant objectives. In spring 2002, the committees reconvened to devise action plans for the single most important

objective related to each goal. A report of those efforts was presented to the Creighton Board of Directors in June 2002. At that time, Professor Christine Wiseman had been appointed Vice President for Academic Affairs. She assumed the position on July 1, 2002 and assumed responsibility as well for concluding Creighton's Strategic Plan. Under her direction and the direction of Fr. John Schlegel, members of the administration continued to deliberate and prioritize strategic initiatives and to formulate relevant goals and tactics, assigning responsibility for each to various units or individuals ("accountability"), and ascribing a time frame for each. With additional assistance from strategic planning faculty in the College of Business Administration, the plan was reformulated as noted in this document. It was adopted by Fr. Schlegel and the members of his Cabinet on March 14, 2003, by which date it generated no further comment or revision.

V.

KEY STRATEGIC AREAS

Key Strategic Areas are the focal or reference points by which Creighton self-assesses its progress toward realizing its mission and achieving its vision. They include:

- A. Impact on Mission (i.e., Nature and Identity)**
- B. Academic Programming (i.e., Academic Excellence)**
- C. Enrollments**
- D. Resources (i.e., Financial Stability)**
- E. Campus Programs and Facilities (i.e., Dynamic Student Environment)**
- F. Information Technology**

VI.

STRATEGIC PRIORITIES

Given the environment in which it will be operating over the next few years, Creighton University has identified the following areas in which to concentrate its efforts and resources. The identification of a limited number of strategic priorities allows the university to focus its time and energies in those key strategic areas most critical to its future successes. Therefore, to be successful in realizing its mission and achieving its vision, Creighton University will direct its efforts to each of the following strategies over the next five to ten years:

- (1) Enhance Creighton's national identity and focus its dedication to mission*
- (2) Nurture Creighton's academic excellence*
- (3) Create a diverse human community of students, faculty and staff at Creighton*

- (4) *Provide a dynamic environment for Creighton students*
- (5) *Ensure overall financial stability for Creighton University and its schools and colleges*

VII.

GOALS (STRATEGIC INITIATIVES)

To address each of the strategic priorities noted above, the following goals (strategic initiatives) have been identified. Each goal names the desired activity identified as necessary to address the strategic priorities. Each goal will generate a number of specific objectives and tactics or action steps, but these broad initiatives represent the most important work for Creighton over the next three to five years.

Priority	Goal (Strategic Initiative)
Enhance Creighton’s National Identity and Focus its Dedication to Mission	<i>Educate for solidarity with the human community by serving others, promoting justice and embracing change</i>
	<i>Continue engagement with and service to relevant constituent communities</i>
Nurture Creighton’s Academic Excellence	<i>Model teacher-scholars who engage students in innovative, integrated and values-centered learning, research and patient care</i>
	<i>Identify core learning outcomes for all undergraduate students</i>
	<i>Each professional college or school will develop its own strategic plan, consistent with the priorities identified in the University Strategic Plan</i>
Create a Diverse Human Community of Students, Faculty and Staff at Creighton	<i>Embrace a diversity of people who can function in an inter-dependent globalized culture</i>
Provide a Dynamic Environment for Creighton Students	<i>Provide services, programs, and environments that support student learning</i>
	<i>Maintain a technologically competitive student environment</i>

**Ensure Overall Financial Stability
for Creighton University and its
Schools and Colleges**

*Build Sufficient Resources to maintain
quality academic programs and grow the
Creighton community*

*Ensure that financial resources are
deployed consistent with institutional
priorities*

Increase student enrollment

*Become an employer of choice in the Omaha
community*

VIII.

OBJECTIVES FOR EACH GOAL

Identified and flowing from each Goal (strategic initiative) are more specific objectives that define a methodology for achieving the respective goal. Broadly stated, these are the means of deploying Creighton's resources to accomplish the goals identified with respect to each of the strategic priorities. These are time-bound and measurable, generally lasting between one and three years. Each is followed by a set of tactics which identify operational methods that will be used to implement each strategic priority. Note: Follow Spreadsheet for this Section.

APPENDIX I

Definitions

- A. **Strategies:** long-term ideas that will move the University toward its desired goals; an agreed-upon course of action and direction with respect to each performance area
- B. **Goals:** major milestones, having a two to five-year horizon (sometimes longer), e.g., reaching a retention rate of 95% in five years from a current rate of 87%;
- C. **Objectives:** outcomes of no more than one year that are time-bound and measurable. Achievement of these activities can be determined unambiguously; these activities keep the University moving toward its goals, i.e., increasing the retention rate to 88% in 2003, 90% in 2004 and 92% in 2005, etc.
- D. **Tactics:** the operational methods that form the building blocks used to implement strategy. E.g., strategy of focusing on transfers to increase enrollments might be achieved by using a tactic that offers specific scholarships to community college students, who have a grade point average of 3.5, from an identified list of community colleges.