5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1.

Creighton University has appropriate financial and human resources to carry out its mission, as well as the necessary technology and physical infrastructure to support its operations. The Senior Vice President of Operations (SVP) and Provost collaborate to identify the resources necessary to support all operations of the university. The SVP monitors and maintains overall responsibility for the fiscal health of the University and reports to the Budget and Finance Committee of the Board of Trustees (BOT). The SVP's organization includes Vice Presidents and Associate Vice Presidents responsible for finance, human resources, facilities, and technology. Together, this group of administrators meets and monitors the institution's infrastructure needs.

Fiscal resources

The University is in good fiscal health and has achieved balanced budgets and positive CFI ratios throughout most of the accreditation period, with the exception of deficits in fiscal years 2008 and 2009 related to its medical clinic operations. University Administration acknowledges the need to continue to strengthen its fiscal resources to ensure funding for necessary infrastructure upgrades and maintenance, provide a contingency for growth opportunities, and prepare for unanticipated changes in higher education and other external impacts on Creighton University. Over the past four years Creighton has implemented initiatives to enhance its fiscal health and ability to weather challenges, including implementing shared services programs, an eProcurement system to standardize buying processes, and a program of vendor consolidation and price negotiations. These and other stewardship efforts over the past three years have generated an estimated $15 million in annual savings.

Total assets as of June 30, 2013 were $986 million. The 2016 audited financial statements reported the university's total assets as of June 30 at $1.1 billion. During this same period of time, the University's net asset balance grew 21.3%, from $649 million to $787 million, with cash and investments increasing 23.2%, from $517 million to $637 million. Net property and equipment increased to $387 million, while debt decreased 15% to $139 million.

In April 2014, Moody's Investor Service upgraded CU's long-term debt rating from A3 to A2 (with a stable outlook) in response to improved operations and liquidity, growing enrollment, and reduced healthcare risk exposure following the execution, in July, 2012, of the Alegent Health (now Catholic Health Initiatives-CHI) affiliation agreement, (see 5.A.2 below) through which the university transferred its medical clinic operations to CHI, and also relinquished its minority ownership interest in its primary teaching hospital. As a result, the University's balance sheet has strengthened over the previous five years as has the financial health of Creighton University over the past ten years.

The University continues to evaluate ways to reduce expenditures. Instructional costs have not been decreased, but are being evaluated and redistributed to meet the demands of the changing student population. From FY13 to FY16, operating expenses decreased 7% (a combination of the disposition of clinical operations and intentional expense savings), while instructional expenses (35% of total operating expenses) increased 12%. In the past four years, $6.2 million of annual operating funds have been reallocated to support the development of the Center for Academic Innovation (CAI) and the Creighton EDGE. Additionally, there has been intentional investment and expansion in areas such as Marketing to support brand and academic marketing, as well as University Development in anticipation of a comprehensive campaign. Analysis of operational expenditures, including personnel, performed using benchmarking data from IPEDS, Associate of Jesuit Colleges and Universities (AJCU) reports and Big East data, indicate expenses are consistent with benchmarked institutions.

Endowment: The endowment balance as of June 30, 2016 was $448 million. Over the past four years the endowment balance increased $112.2 million from additional donations ($83.9 million) and other additions, along with investment returns.

Human resources:

People are Creighton's largest and most valuable asset, with salaries, wages and benefits ($223 million) comprising 62% of the FY16 total operating expenses ($365 million).

Over the past three years, Creighton's enrollments have grown 4.7% and the university continually evaluates resources dedicated to employee support, salaries, and benefits. Faculty employee salaries, as a percentage of all salary dollars, have ranged between 34% in FY13 to 40% in the FY17 budget. The number of employees has increased from 2,817 in fall 2014 to 2,964 in fall 2016. Faculty numbers increased by 63 over that period. Student to faculty ratios have remained fairly consistent at an overall rate of 11:1 and total enrollment has increased from 8,019 to 8,393.

Human Resources produces and shares with senior leadership a semi-annual People Report that looks at key employment data and measures. Hiring approval processes, which include final approval by senior management prior to refilling a position or creating a new position, have been instituted. Internal postings are required to provide growth opportunities for existing employees as well as an opportunity to evaluate options to refill open positions. Savings have centered on opportunities to combine services on a university level, which improve not only efficiency but also service consistency.

Physical Infrastructure:

Overall, University net square footage is 3M square feet, which consists of assignable square footage of 2.28M (1.5 million plus an additional .764 million square feet assigned to dining and residence halls), plus nonassignable square footage of 773K square feet. Approximately 2,500 beds are available on campus with about 500 occupied by Junior/Senior students with 12-month lease contracts. About 30% of all facilities have been built or significantly renovated over the last 10 years. The university currently owns 140 acres of land.

The University's physical plant is managed by an experienced director of facilities and a staff that includes skilled technicians and craftsmen, groundskeepers and custodians. The facilities director reports to the VP for Administration and collaborates closely with the administration and Board in annual and long-range planning. The Facilities Management team regularly reviews and prioritizes its physical facilities needs, in accordance with the university's Campus Master Plan, as well as a 5-year capital prioritization process. Campus planning is ongoing, and a revised master plan is in development, with plans to finalize it later this year. Capital priorities and funding analysis were reported to the Board after input and discussion with leadership from all areas of the university. The 2018-2022 plan estimated required funding for capital priorities totaling $403 million. Current priorities, affected in part by the sale of the hospital building, include a new dental school building and a new student learning facility, in addition to major renovations for interprofessional education (IPE), office space and residence halls. In FY17, $27 million has been allocated to annual deferred maintenance, scheduled classroom and technology upgrades, funded in part by the $7.5 million increase in the annual operating budget's net contribution over the past three years.

Facilities Management conducts an annual space survey each fall. A Space Management Policy was instituted for requesting space changes or additions. A Facility Conditions Assessment has been compiled on each occupied campus building, which tracks planned or intentionally deferred replacement and maintenance activity. This information is summarized for use in capital planning activities and for senior leadership to inform Board of Trustee committees. A similar process is managed by the Division of Information Technology to track the condition of technology assets in each building.

Technology Infrastructure:

The University's technological infrastructure is overseen by the Vice President for Information Technology, who serves as the Chief Information Officer, and is supported by the Division of Information Technology (DoIT). The CIO reports to the Senior Vice President for Operations and is a member of the President's Council. IT governance includes three tiers of advisory committees and is responsible for allocation of IT funds in alignment with University priorities, as well as ongoing planning for IT through the University's Digital Strategy.

Routine maintenance and operations for IT are managed by the CIO and DoIT senior leadership and are funded by the IT operations budget. This includes classroom technology, student study and leisure spaces, and network infrastructure. Student technology fees as well as an annual allocation provide funding for routine maintenance as well as selected digital strategy projects. Technology infrastructure to support the University's distance education programs is managed by DoIT, with oversight from the Center for Academic Innovation.

5.A.2.

Education is the primary mission of Creighton University, and the university's allocation of resources

aligns with this mission. The university does not have any superordinate entity to which resources are directed.

Since 2013, operating resources dedicated to academics have grown from 50% to 60% of total expenditures. The amount spent directly on academics totaled more than $217 million in FY16. Historically, the university utilized a roll-on budget process. In 2013, the University developed a Financial Review Model (FRM) that aligns the costs of the university directly with student credit hours and tuition generated, providing the ability to analyze the profitability of majors, subjects, schools and colleges and monitor administrative overhead. FRM has been used to assist in the evaluation of resource allocations, and has allowed the University Budget Advisory Committee, co-chaired by the Provost and SVP, to reassess the allocation of budget dollars.

The budgeting process strategically reviews allocation of dollars, both operating and capital. Early in the annual budget process, department and university leaders provide strategic needs requests that are incorporated into the budget process. Allocations are then based upon not only the financial return but also the impact on mission and the overall health of the university. For example, based on historical data and positive growth projections, the Heider College of Business required additional resources and space. The administration decided to reallocate space within the Harper Center, originally built to house administrative functions, to the business college's academic programs, repurposing underutilized space and providing upgraded facilities to academics while avoiding the construction of additional square footage.

With information generated through FRM, discussions regarding Creighton's budget and cash needs as a whole have become more transparent to upper administration. Decisions to purchase university-wide technologies for student and faculty support, such as DegreeWorks, Starfish and IDEA, have been universally supported. Budget realignments have forced Deans to reevaluate priorities. Beginning in spring 2016, each Dean appointed two faculty members to assist in the annual budget process. The faculty help strategize on revenue generation and utilization of tuition dollars to support academic success. The President's Council, Deans Council and Finance Directors discuss budget priorities throughout the year. Standard templates to assess and reevaluate the financial impacts of new academic programs and capital projects have been designed and are required for approval of new initiatives.

As a result of the affiliation agreement with Alegent (now CHI), approximately 750 university employees became employees of CHI. The affiliation decreased Creighton's exposure to the financial risks associated with medical clinics and healthcare operations overall and allowed the School of Medicine to concentrate on its educational mission. Critical to the educational component is the clinical experience of all healthcare professions. Agreements are in place assuring CHI physicians have adequate protected time to perform academic, research and scholarly activities, while remaining clinically active. The University has allocated additional financial resources to secure sufficient levels of academic physician resources across all medical specialties. As evidence of its investment in the academic mission, CHI's academic compensation plan for clinical faculty has been adjusted to include financial incentives for participation in the academic mission. The University administers the aforementioned agreements through three mechanisms: (1) an Academic Affiliation Council consisting of University and CHI executive team members, focused on the allocation of human, financial and capital resources toward the academic mission; (2) an executive academic team, consisting of the School of Medicine's Dean, Associate Dean for Educational Innovation, who also serves as CHI's Chief Academic Officer, and Senior Associate Dean for Administration, purposed with the identification of academic faculty resource availability, communication of resource requirements and shortfalls to CHI constituencies, and facilitation of corrective action plans surrounding shortfalls in academic resource availability; and (3) routine School of Medicine and CHI

Clinic executive team communication necessary to update dedicated and protected physician time resources identified under the Academic Time Purchase Agreement.

In 2013, the university joined the Big East athletic conference. To remain competitive in a major conference while not negatively impacting the academic budget, University administration expected the athletic department to self-fund, through donations and increased revenues, future increases in expenditures and capital projects. To date, 100% of the additional investment in new athletic facilities has been funded through donations. Recently, from the dollars raised to support the new athletic Championship Center, the athletic department committed to invest $1.5 million in academic infrastructure improvements. Investment in athletics has not had a negative impact on the University's financial resources or the allocation dedicated to educational outcomes.

5.A.3.

The goals of Creighton University's mission statement are realistic and achievable given the university's resources, structure, and opportunities. The university's planning process establishes goals that are consistent with its mission based upon university-wide input as gathered from Presidential town halls, Provost/Deans/SVP listening sessions, Q&A sessions with the Staff Advisory Council, a university-wide Examen process, and, most recently, area assessments to help the new President re-evaluate the strategic initiatives and prepare for the new planning process (See Criterion 5.C.1).

Individual schools and colleges have mission statements and school-specific plans. Goals and priorities of individual academic units are coordinated with those in the university-level strategic plan. Three-year financial plans developed within the schools/areas are updated annually and submitted to the Budget, Planning & Analysis Office for incorporation in University strategic planning. Budget requests are categorized and mission is a critical category. Requests for new programs, such as the current Global Initiative, are analyzed with an understanding of relevance to mission, but also with an awareness of the resource requirements before approving.

5.A.4.

The Associate Vice President for Human Resources oversees all HR activities. Human Resources has well-defined policies and procedures to ensure that all Creighton staff are appropriately qualified and trained for their jobs, both before joining the university and during their employment.

Job descriptions identify the minimum skills, knowledge, and abilities required to succeed in performing the essential functions of the job. Employment applications are screened to identify qualified individuals representing all experiences, backgrounds and faith traditions who identify with Creighton's mission and can contribute to our distinctive academic tradition.

New employee orientations are conducted every other week, and new employees attend once they are hired. Supervisors are expected to provide adequate training specific to each position. All employees are under the guidance of handbooks, one for faculty and another for staff. The Faculty Handbook explicitly provides the qualifications and standards for the appointment, reappointment, promotion and tenure of Creighton faculty members.

At Creighton, continued learning is encouraged and valued. The Compass Professional Development program is designed to nurture and enforce the mission, keep us competitive among area employers and allow the University to grow and evolve. A survey is conducted annually to gain input and assess future professional development programming. An annual Compass Professional Development Report

is shared with campus constituents and is posted on the Human Resources website.

The Office of Academic Excellence and Assessment coordinates an annual series of professional development opportunities for faculty and staff related to the assessment of student learning. In addition, leadership summits are held to build leadership competency skills, provide a forum for leaders to gather for professional and social interaction and to develop mission focused leaders.   For further mission-related programs for employees, refer to Criterion 1.B.

5.A.5.

The Budget, Planning & Analysis office is charged with developing the operating and capital budgets, formulating budget guidelines, monitoring budget performance, including forecasts of operating revenues, and developing short and long-term financial plans. The Budget and Finance Committee of the Board meets several times a year and regularly reviews updated forecasts of current year expenditures, budget requests and projections for future fiscal years, enrollment status, and capital plans. The university budgeting process has evolved from focusing on expenditure requests to discussion of funding strategic initiatives and reallocation of funds related to supporting strategic changes and growth.

Budget:

The Creighton Budget Advisory Committee is responsible for the development of the budget. Administrators of the various units project enrollment and revenue from non-tuition sources, and state their needs and rationale for personnel and operating expenses, new programs, and capital expenditures. Deans propose tuition rates based on instructional costs, demand, enrollment growth, and tuition rates of competitors. The Budget Advisory Committee reviews the University's overall needs, stipulates priorities for the budget year, and addresses requests from the respective areas. The Creighton Board of Trustees has final approval of the budget, and once approved, budgets are distributed to administrators, who manage the budgets for their areas. Recently, we adjusted the tuition rate setting process to allow for earlier decisions to align budget timing with the revised federal guidelines impacting the financial aid process. In addition, we are evaluating budgetary incentives related to participation in interdisciplinary programs to facilitate growth in this strategic area.

Controls:

Account activity is tracked in the University's financial system, Banner. Budget reports for each unit are prepared monthly and it's expected that department heads monitor and adhere to their budgets. The University's finance division embeds qualified personnel in each college/school/administrative area who are responsible for following and enforcing approved financial policies and procedures. The embedded Academic Finance Directors meet bi-weekly with the Associate Provost for Finance and the Director of Budget, Planning and Analysis to communicate current financial issues and discuss budget opportunities. The university has a published expenditure approval policy detailing required administrative approval levels.

The University's Budget, Planning and Analysis office prepares a quarterly President's Council report detailed by unit. Each unit submits to the budget office an explanation of significant deviations from prior year and projected year-to-date income and expense budgets. Finance directors meet with their administrators and review monthly reports. Periodic financial updates are also provided to the President's Council. In April, a final fiscal year current estimate is developed and presented to the Board in May.

Audit:

Generally accepted accounting principles are employed to ensure consistent and transparent financial reporting and a strong internal control environment. The University undergoes an annual independent audit of its financial statements by KPMG, an internationally recognized accounting firm. All audits since the last accreditation have resulted in unqualified opinions. As an entity that expends more than $750,000 of federal awards in a year, the University is subject to a 'Uniform Guidance' Audit, Subpart F, the purpose of which is to provide assurance to the U.S. government as to the management and use of federal funds by the University. Even though the most recent audit noted two instances of noncompliance that required reporting in accordance with the Uniform Guidance Audit Requirements for Federal Awards [1] the timing of reporting student status changes to the National Student Loan Data System; and 2) calculation of return of Title IV funds], KPMG's opinion stated the "University complied, in all material respects, with the... compliance requirements...that could have a direct and material effect on each of its major federal programs...". In both cases reported, the University concurred with the findings and is developing procedures to ensure we comply with federal regulations. Further discussion regarding external audit activities and results are described in Component 2.A. Creighton's internal audit department prepares an annual report of activity and findings which is externally reviewed and validated (See Criterion 2.A).

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1.

The Creighton University Board of Trustees is granted power and authority by law and ultimately has fiduciary responsibility for the institution. Board committee structure is aligned broadly with the HLC criteria (Mission, Jesuit Identity, Student Life; Academic Affairs, Health Sciences and Research; Governance, Nominating, Audit and Compliance; Budget and Finance; and External Relations). Agendas for past Board meetings include the budget, strategic planning, and the comprehensive campaign.

The Board meets four times per year for four hours to facilitate in-depth conversation, and each Board committee may invite faculty, staff, and student guests to participate in committee meetings. The University Faculty President and the Creighton Students Union President present annual reports to the full Board. The Faculty President regularly attends Board meetings as an invited guest.

The President approves all rank and tenure decisions for all faculty positions, and the Board approves the appointment of the Officers of the University.

The Budget and Finance Committee of the BOT meets eight times a year and regularly reviews updated forecasts of current year expenditures, budget requests and projections for future fiscal years, enrollment status and capital plans.

The regular practices of the Board of Trustees allow it to maintain current knowledge about the institution and provide effective oversight of its policies and operations.

5.B.2.

Per the University Bylaws, the Board of Trustees has ultimate authority over and responsibility for the acts of the Corporation and has ultimate responsibility for the stewardship and general welfare of the University. Through board meetings, board committee work, and interactions with administrators and faculty, Trustees gain knowledge about the University to fulfill their governance and fiduciary responsibilities.

The University Bylaws delegate the active management and control of the business operations, educational activities and other affairs of the University to the President, who serves as the Chief Executive and Administrative Officer of the University. In order to fulfill this obligation, the President promulgates the University Statutes to govern the daily operations of the University. The Statutes provide structure for the overall duties of the Officers of the University, academic administrative units (schools and colleges), the faculty organization at large, and standing and presidential committees of the University.

The President has established a President's Cabinet to give him advice and counsel from their areas of expertise to advance the University's mission. The Cabinet includes the Provost, Senior Vice President for Operations, Vice Provost for University Mission and Ministry, Vice Provost for Enrollment Management, Vice Provost for Student Life, General Counsel, and Vice President for University Relations. The Cabinet meets two times per month and its members are also part of the President's Council, which meets monthly.

The President's Council is composed of the members of the President's Cabinet, the Deans of all the schools and colleges and Vice Provost for Academic Administration, Athletic Director, Chief Communications and Marketing Officer, Vice President for Information Technology, Associate Vice President for Human Resources, Vice President for Administration, Vice President for Finance, Vice Provost for Global Engagement, and a faculty and staff representative. This group meets monthly, reviews and discusses university issues, receives reports and briefings, and shares relevant information from their units.

Article III, Section 2 of the University Statutes delineates the organizational structure of faculty governance. The University Faculty is represented by a Faculty Council, consisting of one elected representative for every 15 full-time teaching and research faculty from each College or School. An Executive Committee is elected (i.e. Faculty President, Secretary of Faculty Council, Secretary of Academic Council, and faculty representing remaining schools and colleges) by the Faculty Council, and meets monthly with the Provost and the President (e.g. Academic Council Executive Committee). This group sets the agendas for the Faculty and Academic Council meetings. Specifically, the Faculty Council meets monthly during the academic year as an independent component of the Academic Council. The Academic Council consists of the Faculty Council and the Academic Administrators' Council, and meets one week after the Faculty Council meeting, allowing time for exchange of information across all stakeholders, and provides Academic Council more time for thoughtful consideration of issues. In order to fulfill its responsibilities, the Academic Council has the following standing committees: Executive, Rank and Tenure, Academic Freedom and Responsibility, Faculty Grievance, Faculty Dismissals, Committees, Faculty Handbook and the University Statutes, and Computing and Academic Technology. The purpose, membership and meeting schedule for each standing committee are prescribed in the University Statutes.

The Creighton Students Union (CSU) President is an ex officio member of the Academic Council. As specified in the Bylaws, CSU is governed by a Board of Representatives consisting of one elected student representative for 150 students in each School or College. The purpose of the Board of Representatives is to create resolutions and make recommendations to both students and the University in regards to policies. The CSU cabinet consists of student presidents from each School and College. Its Executive Committee is composed of the President and Vice Presidents of Creighton Students Union.

The Staff Advisory Council (SAC) is a Presidential Committee consisting of elected representatives from employee classifications E-M. One representative is elected for every 50 employees of all units of the University. The SAC president sits on the President's Council and is an ex officio

representative to the Academic Council. Professional staff employees at levels above E do not currently have an official structure of representation. Evidence gathered from the University-wide Examen process identified the need for all staff to have a voice. President Hendrickson expressed his support to SAC that this council should represent the needs of all staff regardless of grade level. SAC is working with the General Counsel to change the language, and the change will be effective in early 2017. While only employees classified in levels E-M will be eligible to serve on the Staff Advisory Council or Presidential Committees, SAC will represent and advocate for all staff regardless of grade level.

Internal constituents have multiple opportunities to engage with Presidential committees, which consist of representatives of the faculty, students and staff. These committees advise and report to the President.

5.B.3.

Beginning in FY 2015, a committee comprised of senior administrators was established to review, update and categorize all University policies and procedures. As policies are reviewed and updated, input is sought from all affected departments and constituencies. Policies are sent to the President's Council for review and recommendation to the President. Once approved by the President, policies are posted on the General Counsel's website.

Any person or committee may advance a proposed policy to the President's Council for review and recommendation to the President. If approved by the President, the University policy is promulgated through the General Counsel's office to the faculty and staff by an announcement via *Creighton Today* and direct emails as appropriate. Prior to final approval of policies by the President, input is gathered from across campus as necessary.

A second committee, the Academic Policy and Administration Committee, reviews and approves academic policies. That committee was created in 2013 and includes representatives from every school and college as well as the Offices of Student Life, Financial Aid, Enrollment Management, Registrar and Provost.

A proposal is being submitted to University leadership to create two standing presidential committees under the University Statutes. One committee would review and approve university-wide policies. The second committee would review and approve academic policies.   The proposal will be considered for approval and formalization in the University Statutes during 2017.

The University Statutes provide for the creation of the Faculty Council, which is a body representing the issues and concerns of University faculty, and the Academic Council, which is charged with the free exchange of ideas in matters of concern to the University Community, advising the President and the Provost in academic matters, advising academic officers concerning academic and faculty matters, and receiving reports from its committees. The Academic Council may ask Presidential Committees to make occasional reports to the Academic Council.

Given the comprehensive nature of Creighton's schools and colleges, much of the governance and administrative structures are within the school or college and practices differ across the disciplines. Specialized accreditation and standards of the professions have to be addressed within these disciplines. This table provides an overview of the structures within the various schools and colleges used to set academic requirements, policies, and processes.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1.

The multi-year planning and annual budgeting processes at Creighton University are directly aligned with the strategic planning process, and designed to assure the financial goals are aligned in support of the overall institutional mission. The annual budget, current year of a three-year projection, is just one component used to support the future priorities of the university. Other resources from donors, granting and contracting agencies, and financial resources are analyzed, along with current operating results, to support the priorities weighed in by the President's Council and the Board of Trustees. In addition to university-level priorities, each department and college has the ability to spend its budget according to the priorities of the unit. Capital project requests are reviewed according to set guidelines, and prioritized by senior administration with input from all units across campus. The cost of capital projects, maintenance, and ranked priorities included in current budget requests are analyzed and a 5-year cash projection is developed to support the alignment of priorities supporting mission.

Since 2014 the university's annual budget includes an allocation to a Strategic Initiative Fund (SIF). These dollars are available to support strategic initiative requests throughout the year. To assure a university strategic emphasis, the dollars are maintained centrally and approved by the President, the Provost, and Senior Vice President for Operations. Resources are awarded based on mission and future financial opportunity. From FY2013-FY2016, $25 million has been reserved to be spent on strategic initiatives aligning mission and priorities. Examples of major initiatives that have received SIF funds include a Center for Academic Innovation that supports advancement of online programs; support for new program development; EDGE – a department designed to enhance opportunities for student achievement; faculty and staff compensation; and support for enhanced marketing and development activities.

5.C.2.

Assessment of student learning is linked to the academic planning and budgeting process through implementation of a comprehensive academic planning process (see Quality Initiative Project). An institution-wide process of academic planning, coordinated through the Provost's office, has been

implemented over the last two years. The Provost holds quarterly meetings with the Deans Council to review and discuss proposals for new academic programs.The Center for Academic Innovation provides a structure for supporting the development of new academic programs. This office provides resources for the development of proposals, including consultation on curriculum design, assessment plans, market analysis, and development of a pro forma budget. A second major objective in the Quality Initiative Project was the development of an academic program review policy, and re-tooling of a university-wide program review process. Data on student learning is an important data source in the review process. The generation of standard templates and required program data provides an accountable system that links assessment of student learning, academic planning, and budgeting. As programs are reviewed on a cyclical basis, the reviewers report provides recommendations regarding resource needs. The information identified through the academic program review process is complementary to the data gathered and key performance indicators analyzed through the Provost's office. While this process is not perfect, progress to date is promising in assisting the institution in linking academic planning with realistic resource allocation for budgeting (See 4.A).

5.C.3.

Creighton's greatest strength and greatest challenge is our complexity and modest size. Our university profile, with its unique combination of undergraduate, graduate and professional schools/colleges, makes us distinctive among institutions our size, which makes the planning process challenging. An aspiration is to continue to move from a regionally dominant to a nationally prominent institution. A vision initiated by President John Schlegel during his term was to work closely with the Omaha community in building out the campus footprint. The planning process under President Timothy Lannon from 2011 to 2015 was called One Creighton: Make a Better World.

Creighton University has had four Presidents in the last five years. President John Schlegel left the university in 2011 after serving an 11-year term. He was followed by President Timothy Lannon, who stepped down for health reasons in December 2014. Interim President J. Chris Bradberry served from January of 2015 until the newly elected President, Daniel Hendrickson, officially took office in July 2015. Parallel to these leadership changes has been an evolving process of institutional strategic planning.

During President Schlegel's final year, the university underwent an institution-wide program prioritization process that crossed all units in the university. This process led to 25 recommendations. While not all recommendations were acted upon, several actions were taken that resulted in greater efficiency for the university. The planning process from 2011-2015, One Creighton: Make a Better World, included the participation of 9 task forces, involving 136 participants across faculty, administrators, staff, students, and board members. An initial plan, done in a more traditional format, resulted in requests for over $250 million. Further review by the Board resulted in continued planning and a revised plan that was grounded in key strategies for the institution with explicit metrics for each of the projects.

While a number of faculty did participate in the strategic planning process, some faculty felt their views were not represented or heard. Reflecting faculty concerns of different sorts across the university, on March 26, 2015 the Faculty Council passed a resolution calling for a moratorium on the current strategic plan until the process and outcomes were re-evaluated. This resolution was a stimulus to enhance communication between the faculty and the senior leadership. On May 1, 2015, Interim President Bradberry and other senior administrators met with faculty to better understand their concerns. Interim President Bradberry initiated listening sessions with the faculty, and campus-wide town halls were held throughout spring 2015. Changes instituted included involving faculty on administrative university committees and formalizing the process of faculty governance in university

approval processes to build collaboration between the faculty and administration.

President Hendrickson held a series of listening sessions during his first months on campus in fall 2015. Four themes emerged from the analysis of those sessions: academic excellence, community engagement, mission and identity, and stewardship of resources. At the 2016 Founder's Week Convocation, President Hendrickson announced a University-wide Area Examen process, which is a method of praying and reflection. All units across campus were asked to engage in the process by discussing a series of Examen questions. On April 22, a university-wide roundtable discussion was held, during which themes were shared and further consensus reached.   All data from the Examen was then given to an appointed group that analyzed the data and presented a report to the President.

As part of the administrative retreat held August 24, 2016, all administrators were asked to respond to assessment guidelines with targeted questions and generate a brief report. In addition, a copy of the analyzed Examen data and themes was shared.

The current strategic planning process ("Mobilizing Tradition for Innovation") encompasses five themes: thriving in our mission; achieving academic excellence; creating our learning environment; engaging the world; and stewardship of resources. Strategic planning committee co-chairs were appointed in August, and have been coordinating the process and communication for the strategic planning process. The process includes the President's Planning Committee to advise the President on the content and process of planning, and a Steering Committee to provide communication to the University community and back to the planning process. Both committees include faculty and staff members who represent a cross-section of the University. The terminology, structure, and content of the current strategic planning process are described on the University's strategic planning website.

Throughout this process, the University assessed the threats and opportunities in the external environment, and identified programs, projects, and initiatives that could meet these threats and opportunities. The strategic plan document lists the 11 active Goal Categories, and identifies the Goal Stewards who have been charged with developing goals, identifying tactics, and moving to implementation. Goal Stewards will also work with the President's Planning Committee and the President to identify the resources and estimate the timeline required to achieve their assigned Goals. As work progresses on the 11 active Goal Categories, the University will continue to evaluate its environment, and to surface new projects, programs, and initiatives in response to the changing environment in which we live.

Creighton relies on a number of external constituents to inform its planning efforts, such as the Education Advisory Board (EAB), school/college Alumni Advisory Boards, National Alumni Advisory Board, partnerships with dioceses regarding academic programs, and regional employers. Information gained from these constituents allows us to make decisions regarding educational offerings, tuition pricing, and market needs.

5.C.4.

Creighton's planning process has matured over the past four years, resulting in financial growth as evidenced by our CFI ratios. In 2012 the CFI was 2.3%; however, since that time, the CFI has ranged from 2.99 to 3.00%. Emphasis is on multi-year planning with cash targets established to not only meet the university's current financial operating needs but also provide for growth and maintenance of campus facilities to meet the needs of growth in student population. The strategic plan identified the need for Creighton to diversify its enrollment to shield it from unexpected drops in traditional undergraduate enrollments and identify expense savings by maximizing the alignment of size and complexity of the ne university and its mission.

Due to the university's reliance upon tuition revenue (78% of total revenue), in 2014 the Provost assigned the Vice Provost of Enrollment Management the responsibility for management of all enrollment in the university. To help manage the uncertainty of the changing student demographics, the university contracts for services with consultants to help manage and predict enrollment projections as well as generate enrollment applications. The impact of federal governmental decisions, such as discontinuance of Perkins Loan Programs, are considered as soon as there is any indication of upcoming negative regulatory rulings. The Association of Jesuit Colleges and Universities (AJCU) is active in regulatory affairs and does a thorough job of informing individual Jesuit universities of upcoming regulatory decisions.

5.C.5.

The 2014 strategic planning process was instituted to allow the university to be financially positioned to lessen the impact of unplanned fluctuations and flexible to adjust to the changing higher education environment.

Creighton invested time and resources into developing a larger adult and graduate market presence, in order to extend its reach and provide a Jesuit education to individuals who cannot come to campus. Although this initiative is relatively new and the University is not as well known for providing adult-focused programs, adult/graduate students have grown from 19.7% of the total student population in 2013 to 24.3% in 2016. Internal support structures specific to supporting the adult learner, both undergraduate degree completers and graduate students, and online instruction have grown as the number of programs have grown.

A market analyst was hired in 2014 to research and interpret demographic information provided by research consultants, such as the EAB to complement the academic planning work of the university. The analyst reports to all members of the Deans' Council and administration changes in the landscape of universities, and opportunities and threats that may be impacting our future. A report detailing new program ideas, emerging and shrinking job markets, and major changes at other institutions is shared at each planning retreat. The research is then matched with our strengths and offerings and new program ideas are discussed. This process resulted in the identification of suites of programs, such as data science and health-related programs.

President Hendrickson announced at his inauguration that global involvement will be a priority of the university. As a result, resources have been designated to increase and support our opportunities internationally.

The Center for Academic Innovation (CAI) partners with DoIT to continually analyze and address growing and emerging technology needs. The Vice President for Information Technology and the Executive Director of CAI jointly led the development of a comprehensive digital strategy, which was adopted by University leadership in July 2015.

Sources

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Information gathered through a variety of mechanisms allows Creighton University to evaluate its performance in both academic and operational areas, and apply the knowledge attained to make decisions that enhance the effectiveness and efficiency of the organization. The evidence that Creighton University systematically and continuously works to improve its performance generally applies to both subcomponents 1 and 2, so this argument will address both of these subcomponents in parallel.

Academics:

With the implementation of the Provost model, Creighton has made strides in centralizing the various data and information resources across the institution to provide a culture of evidence for decision-making. Further, Creighton recognizes that a formal Institutional Effectiveness (IE) unit would facilitate the process of continual and consistent evaluation and improvement of its overall performance. The University has reached out to other institutions to discuss and evaluate their IE structures and is formulating a model to best address Creighton's needs.

Information published through the Institution's Fact Book includes enrollment and retention statistics by program, number of degrees conferred, applications, and student demographic information. Results from Freshman and Senior Surveys are used to achieve an understanding of student demographics, academic backgrounds, student satisfaction, and views of the student population. These data are used in conjunction with academic metrics such as professional licensure exams, graduation rates, job placement, and Assessment of Learning outcomes, to inform curricular changes and resource allocation across academic programs. The Registrar's Office, in conjunction with Enrollment Management, publishes an Enrollment Report each semester.

The University has established a formal Academic Program Review Policy that "enables the University to focus attention on academic programs and ensure its strengths and resources are used in alignment with the mission." The program review process helps the University make strategic decisions (See Criterion 4.A).

Creighton's evaluation of student outcomes extends beyond the formal Assurance of Learning process by regularly monitoring career placement data and alumni surveys. The Career Center regularly shares learning outcomes and undergraduate placement statistics with numerous stakeholders across campus, such as administrators and first-semester freshman students, and holds discussions internally and externally with stakeholders, including Deans, faculty, and employers, to create new workshops, programs and events for students. New initiatives developed as a result of this feedback include a Career Portfolio Program, undergraduate research fair, and a STEM career fair.

Creighton also monitors alumni outcomes by conducting a survey using the Creighton Gallup Index. The survey was administered to 30,000 alumni in 2014 and two groups of recent alumni in 2015 (659 undergraduate and 630 graduate and professional). Results indicated that twice as many Creighton graduates are thriving in five key elements of well-being as compared to graduates nationally. A similar survey conducted in 2014 for current students revealed that 61% were thriving in the domain of well-being. Results from the Creighton Gallup surveys are providing Creighton with important insights into the significance of our mission and value-based education, graduate outcomes and workplace engagement. The results will be used to promote the University's educational programs, assist in planning further faculty development sessions, and to share best practices across the University.

The University librarian publishes an annual Library Report, which provides a summary of the initiatives over the past academic year, updates on collections and resources available to students, faculty, and staff, and results of a MISO (Measuring Information Service Outcomes) Survey, which measures, in part, constituents' satisfaction with the library's services and resources. Information from this report is used to develop strategies for meeting budgetary challenges, and determine what additional resources may be needed to enhance students' learning experiences.

Operations:

Creighton University regularly monitors its operations on an ongoing basis through a variety of mechanisms. Examples include:

- Human Resources strives to create and foster a culture that engages our faculty and staff in delivering academic excellence; develop, acquire, and retain talent; and deliver effective and value-added services. An annual professional development report listing accomplishments is shared with campus constituents. The HR team utilizes information from the Professional Development Report to gain input on employees' interests and needs and assess future professional development programing.
- The Business Service Center (BSC) is a unit that was created to deliver effective and value-added services.
- The Senior Vice President for Operations also employs an Operations Continuous Improvement individual whose primary role is to work with both individuals and departments/units to examine, understand, and improve processes using proven methods and tools in order to increase both efficiency and effectiveness.
- Facilities Management is responsible for the Space Management Policy and conducts an annual Space Survey, which conveys information regarding space utilization of departments, and assists in the financial analysis of expense allocations for individual schools and colleges. Results are used to inform and guide capital planning activities and for senior leadership to inform Board of Trustee committees.
  - The relocation of the Heider College of Business to the Harper Center is a recent example of decision-making and cost-saving based on an examination of current space utilization.
  - Expenses related to space usage is also a component of the academic program review process.
- The Division of Information Technology (DoIT) monitors its core systems in real time, and calculates service metrics that are discussed at weekly advisory meetings. The Mission, Academics, Research, Innovation and Operations (MARIO) digital strategy team provides policy suggestions and feedback on issues ranging from network security to research computing. DoIT also administers an annual student technology survey to monitor the ways that students use technology. A change that was implemented to ensure consistency in applying expertise and online pedagogy in online courses was the relocation of all instructional designers

in a centralized unit, in order to assist faculty in providing a high level, quality learning experience for students.

- The Presidential Advisory Committee on Sustainability is in the process of developing a comprehensive plan on sustainability in order to develop a 'path to conversion' for the institution. Currently, they have developed a mission and charge, and hope to complete the sustainability plan by May, 2017.
- The University monitors ADA compliance, and ADA Standards for Construction are communicated to contractors.
- The Department of Public Safety generates an Annual Campus Security and Fire Safety Report, which contains statistics for the trailing three years. The Director of Public Safety conducts an annual review of the statistics and meets with the Omaha Police Department, University Office of Equity and Inclusion, and the Student Disciplinary System to discuss changes in policy and enforcement.

Sources

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5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Creighton University regularly evaluates its performance in areas across both the academic and operational sides of the University. We are working to improve our financial position by developing structures and processes aimed at creating efficiencies, for example, the Business Service Center, and the academic program review process. The budgeting process is comprehensive and focuses on priorities that align with the University mission. Strategic planning has had some interruptions as a result of presidential changes, and continues to be reshaped based on feedback from multiple constituencies. Planning occurs at the institution level, as well as within individual schools and colleges, and several support units. The university recognizes that coordination and alignment of these plans is key to institutional success. Issues have been raised with respect to governance, but recent changes in Board of Trustees and University committee and governance structures are aimed at improving communication and collaboration among university leadership, faculty, staff and students.

Sources

There are no sources.