

1 **CRITERION 5- RESOURCES, PLANNING, AND**  
2 **INSTITUTIONAL EFFECTIVENESS**

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

7 **5- A CORE COMPONENT 5.A**

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

- 10 1. The institution has the fiscal and human resources and physical and  
11 technological infrastructure sufficient to support its operations  
12 wherever and however programs are delivered.
- 13 2. The institution’s resource allocation process ensures that its  
14 educational purposes are not adversely affected by elective resource  
15 allocations to other areas or disbursement of revenue to a  
16 superordinate entity.
- 17 3. The goals incorporated into mission statements or elaborations of  
18 mission statements are realistic in light of the institution’s  
19 organization, resources, and opportunities.
- 20 4. The institution’s staff in all areas are appropriately qualified and  
21 trained.
- 22 5. The institution has a well-developed process in place for budgeting  
23 and for monitoring expense.  
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## 25 ARGUMENT

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26 Criterion 5A - The institution's resource base supports its current educational programs and its  
27 plans for maintaining and strengthening their quality in the future.

28 **5.A.1 The institution has the fiscal and human resources and physical and**  
29 **technological infrastructure sufficient to support its operations wherever and however**  
30 **programs are delivered.**

31 The Senior Vice President of Operations (SVP) and Provost collaborate to identify the resources  
32 necessary to support all operations of the university. The SVP monitors and maintains overall  
33 responsibility for the fiscal health of the University and reports to the Budget and Finance  
34 Committee of the Board of Trustees (BOT). The [SVP's organization](#) has Vice Presidents and  
35 Associate Vice Presidents responsible for finance, human resources, facilities and technology.  
36 Together, this group of administrators meets and monitors the infrastructure needs of the  
37 academy. The University is in good fiscal health and has achieved balanced budgets and positive  
38 CFI ratios throughout most of the accreditation period, with the exception of deficits in fiscal  
39 years 2008 and 2009 related to its medical clinic operations. The University Administration  
40 acknowledges the need to continue to strengthen our fiscal resources to ensure funding for  
41 necessary infrastructure upgrades and maintenance, provide a contingency for growth  
42 opportunities, and prepare for unanticipated changes in higher education and other external  
43 impacts on Creighton University.

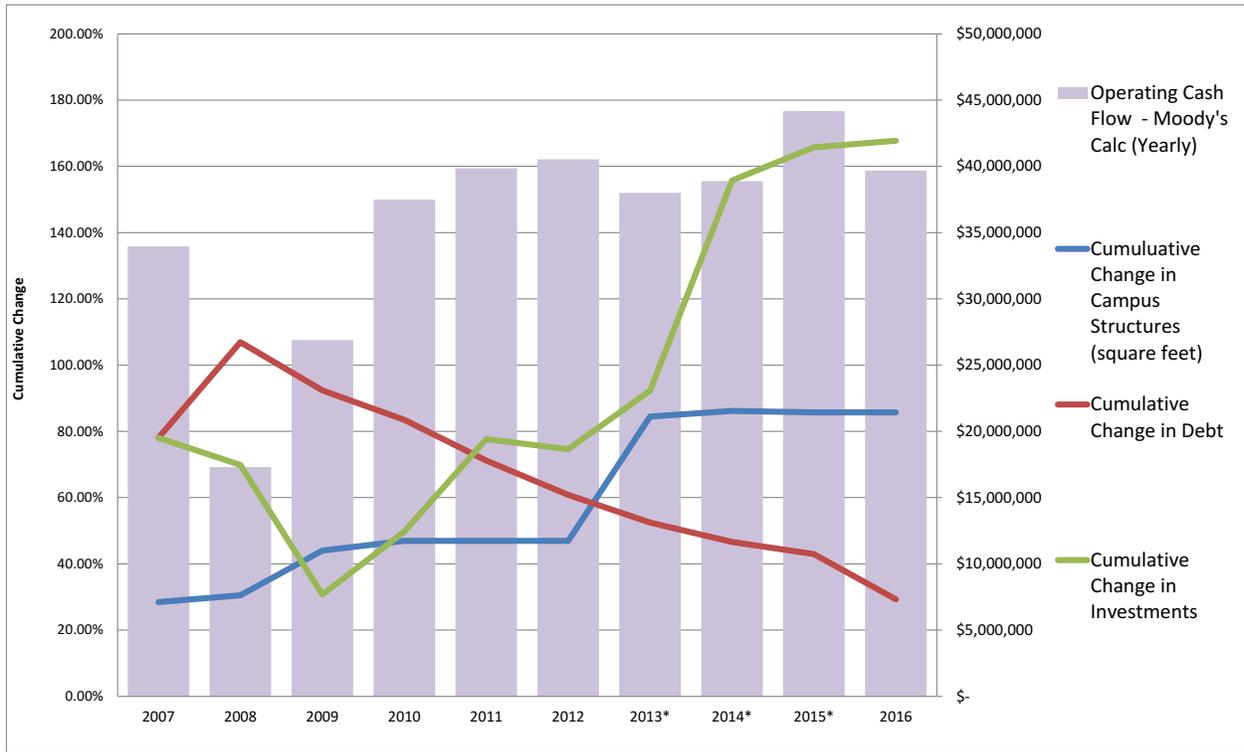
### 44 **Fiscal Resources**

45 Creighton University has historically maintained a stable financial position. Economic  
46 challenges are impacting the nation and higher education, and over the past four years CU has  
47 taken initiatives to [enhance its fiscal health](#) and ability to weather the challenges. The emphasis  
48 has been on identifying long-term improvement opportunities and restructuring the business  
49 model to assure that CU continues to deliver excellence in its academic, research, and clinical  
50 activities. Examples of ways CU improved its business practices include implementing shared  
51 services programs, an eProcurement system to standardize buying processes, and a program of  
52 vendor consolidation and price negotiations. These and other stewardship efforts over the past  
53 three years have generated an estimated \$15M in annual savings.

54 Total assets as of June 30, 2013 were \$986 million. The [2016 audited financial statements](#)  
55 reported the university's total assets as of June 30 at \$1.1 billion. During this same period of  
56 time, the University's net asset balance grew 21.5% from \$648 to \$787 million, with cash and  
57 investments increasing 23.2% from \$517 to \$637 million.

58 Net property and equipment increased to \$387 million, while debt decreased 15% to \$139  
59 million. Major renovations since 2013, such as moving the Heider College of Business from the  
60 Eppley Building to the Harper Center, upgrading the Eppley Building for the College of Arts and  
61 Sciences, and building the Championship Center have been funded almost exclusively through  
62 donations.

63 In April 2014, Moody's Investor Service upgraded CU's long-term debt rating from A3 to A2  
 64 (with a stable outlook) in response to improved operations and liquidity, growing enrollment,  
 65 reduced healthcare risk exposure following the execution of the Alegen Health (now Catholic  
 66 Health Initiatives - CHI) affiliation agreement, and a balance sheet that has strengthened over  
 67 the previous five years.  
 68



69  
 70  
 71 *General operating budget:* Net tuition and fees (\$213 million) comprise 56% of the university's  
 72 annual revenues. This has increased from 47% in FY13, prior to the disposition of the School of  
 73 Medicine clinical operations. Although total revenues decreased from \$408 to \$379 million  
 74 during this same period, net results from operations remained steady at \$14 million for the year  
 75 ending June 30, 2016 (after adjusting for the disposition of the hospital property). The  
 76 disposition of clinical operations greatly reduced the financial risks related to the volatility of  
 77 medical practice operations, thus providing a more overall stable fiscal structure focused on  
 78 supporting the academic mission of the university.

79 As the pressure to control tuition rate increases, the University continues to evaluate ways to  
 80 reduce expenditures. In order to protect the academic core, instructional costs have not been  
 81 decreased, but are being evaluated and redistributed to meet the demands of the changing student  
 82 population. From FY13 to FY16, operating expenses have decreased 7% (a combination of the  
 83 disposition of clinical operations and intentional expense savings), while instructional expenses  
 84 have increased 12%. There has been a recent intentional investment and expansion in areas such  
 85 as Marketing to support brand and academic marketing, as well as University Development in  
 86 anticipation of an upcoming capital campaign. [Analysis of operating expenditures](#), including  
 87 personnel, performed using benchmarking data from IPEDS, AJCU reports and Big East data  
 88 indicate expenses are consistent with benchmarked institutions.

89 A priority in the University's 2013 Strategic Plan addressed the need to support an infrastructure  
90 capable of providing for changes in student demographics as well as instructional delivery. The  
91 need to reallocate funds to support the changing infrastructure was communicated to the  
92 community by then President Lannon. In the past four years, \$6.2M of annual operating funds  
93 have been reallocated to support the development of the [Center for Academic Innovation \(CAI\)](#)  
94 and the [Creighton EDGE](#). CAI was developed to provide faculty and students in an online  
95 learning environment support consistent with the Creighton mission. In addition to advanced  
96 technology services, support services are provided to faculty to assist with innovation and  
97 academic planning. The [Creighton EDGE](#), developed to enhance student learning and success  
98 opportunities, supports advanced tutoring and enhanced outreach services for all Creighton  
99 students. Both examples identify a reallocation of funds for important university decisions  
100 regarding infrastructure enhancements necessary to support changes occurring in higher  
101 education.

102 To help address infrastructure and growth opportunities within the individual units, an incentive  
103 plan adopted in FY04 allows each area with a positive net contribution to budget to accumulate  
104 contingency monies to cover unbudgeted activities. The amount awarded equals 25% of  
105 individual departments' favorable variance to budget. Since FY11, \$8M has been awarded. Of  
106 those dollars \$4.4M has been spent to support one-time unbudgeted departmental needs.

107 *Endowment:* The [endowment](#) balance as of June 30, 2016 was \$448M. Over the past four years  
108 the endowment balance increased \$83.9M from additional donations and other additions, along  
109 with investment returns.

## 110 **Human Resources:**

111 People are Creighton's largest and most valuable asset, with salaries, wages and benefits (\$223  
112 million) comprising 61% of the FY16 total operating expenses (\$365 million).

113 Over the past three years, Creighton's enrollments have grown 4.7% and the university  
114 continually evaluates resources dedicated to employee support, salaries and benefits. Faculty  
115 employee salaries as a percentage of all salary dollars has ranged between 34% in FY13 to most  
116 recently 40% in the FY17 budget. The number of FTE employees has increased from 2,105 in  
117 fall 2014 to 2,218 in fall 2016. Faculty FTE numbers increased by 22 over that period. Student  
118 to faculty ratios have remained fairly consistent at an overall rate of 11:1 and total enrollment has  
119 increased from 8,016 to 8,393.

120 Human Resources produces a quarterly employment report and a semi-annual [People Report](#) that  
121 is shared with senior leadership. The report looks at key employment data and measures,  
122 including the gross number of employees. To continue scrutinizing employee numbers, hiring  
123 approval processes, which include final approval by senior management prior to refilling a  
124 position or creating a new position, have been instituted. Internal postings are required to provide  
125 growth opportunities for existing employees as well as an opportunity to evaluate options to refill  
126 open positions. We continue to struggle with finding appropriate comparative benchmarks for  
127 employment numbers due to the complexity of the university's offerings. Savings have centered

128 on opportunities to combine services on a university level, which improve not only efficiencies  
129 but service consistency.

- 130 • In 2013, the Business Service Center was formed by analyzing the number of  
131 transactions and relocating individuals from some departments to a centralized  
132 location. The reorganization of the finance department generated an estimated annual  
133 savings of \$1.6M through reducing staff by 14 and improving processes and  
134 procedures, and adding consistency throughout the university.
- 135 • In 2016, interdisciplinary programs were combined and staff resources were shared.
- 136 • Beginning in 2015, instructional design, tutoring and advising, and enrollment  
137 management have all been reorganized to work together, again providing a more cost-  
138 effective way of serving the faculty and students.
- 139 • An intentional effort has been made to decrease staff and administrative costs while  
140 maintaining resources allocated to instructional costs. Non-faculty employees have  
141 been provided retirement incentive opportunities, resulting in 77 retirements over the  
142 past three years. Departments impacted by retirements evaluated the replacement and  
143 reallocation of duties. The two retirement programs are estimated to have combined  
144 annual savings of \$3.8 million. The retirements have provided an opportunity to  
145 evaluate how employees' time is spent and implement process improvement where  
146 needed. Processes to reevaluate the need to replace retiring employees have been  
147 implemented with the knowledge that the largest opportunity for expense savings is  
148 through salary and benefits. Beginning June 2016, hiring supervisors are expected to  
149 hold positions open for a minimum of six months and possibly define process  
150 improvements to streamline work, thus eliminating the need to rehire when an  
151 employee leaves. To date, this new process has been less successful than envisioned,  
152 with many hiring supervisors requesting an exception to the policy. Since the FY17  
153 budget calls for salary and benefit savings of \$4M from this process, we continue to  
154 assist supervisors to envision opportunities to restructure, thus reducing  
155 administrative costs.

156 Another reallocation of financial resources has been approved to enhance full-time faculty  
157 compensation. In 2013, Creighton contracted with Sibson Consulting to perform a detailed  
158 analysis of faculty compensation. The study was updated in 2015. Both [faculty compensation](#)  
159 [studies](#) indicated that Creighton salaries are below the mid-point of their identified peer  
160 institutions. In order to attract and retain qualified faculty, Creighton is currently committed to a  
161 process of enhancing faculty salaries. In the first two years (FY16 and FY17) \$1.45M has been  
162 reallocated to the initiative. In addition, a faculty promotion allocation has been added to the  
163 budget to fund standard increases to faculty receiving promotions in rank. As a result of these  
164 efforts, in combination with the general merit pool increases, overall faculty salaries have  
165 increased from 94% to 98% of median salaries of peer institutions.

166 Supplementing the compensation review, an initiative to analyze instructional metrics and  
167 faculty workload began in 2015. The goal of the initiative is to provide better data behind faculty

168 hiring needs and compensation adjustments. The initiative is developing and highly supported  
169 by the Deans of the schools and colleges.

170 **Physical Infrastructure:**

171 Overall University net assignable square footage is 1.5M plus an additional .764M sq ft assigned  
172 to dining and residence halls. Approximately 2,500 beds are available on campus with about 500  
173 occupied by Junior/Senior students with 12-month lease contracts. About 30% of all facilities  
174 have been built or significantly renovated over the last 10 years. The university currently owns  
175 140 acres of land.

176 The university's [Campus Master Plan](#) focuses on facilities and campus space needs. The plan  
177 has guided the University over the past 12 years with the placement, design and construction of  
178 buildings on the east campus. An updated Master Plan will attempt to plan 15 years out (2030)  
179 and is expected to be completed in the 2016-17 academic year, informed by the strategic plan.  
180 Beginning in spring 2015, the University, under the direction of the SVP and VP of  
181 Administration, instituted a 5-year capital prioritization process. [Capital priorities and funding](#)  
182 [analysis](#) were reported to the BOT after input and discussion with leadership from all areas of the  
183 university. The 2016-2021 plan estimated required funding for capital priorities totaling \$350M.  
184 Current priorities include a new dental school and a new student learning facility in addition to  
185 major renovations for IPE, office space and residence halls. In FY17 \$27M has been allocated to  
186 annual deferred maintenance, scheduled classroom renovations and technology upgrades. The  
187 scheduled renovations and upgrades are partially funded by improving the annual operating  
188 budget's net contribution from \$0 to \$7.5M over the past three years.

189 The University's physical plant is managed by an experienced director of facilities and a  
190 facilities management staff that includes skilled technicians and craftsmen, grounds keepers and  
191 custodians. The facilities director reports to the Vice President for Administration and  
192 collaborates closely with the administration and BOT in annual and long-range planning. The  
193 office of Facilities supports the campus mission by maintaining everything inside and outside the  
194 building envelope of the facilities. Such items include HVAC, electrical, plumbing, carpentry,  
195 fire alarms, cleaning, keys/locks and campus landscaping. Facilities maintains electronic files  
196 related to building floor plans, mechanical, electrical, and fire protection. Card access is  
197 monitored by Public Safety.

198 Facilities Management conducts an [annual space inventory](#) during the fall semester. In 2014, the  
199 report was provided to administrators (Deans and Vice Presidents) to convey information  
200 regarding the space utilization of departments within the University, as well as to assist in the  
201 financial analysis of expense allocations to the respective colleges and schools. Space utilization  
202 information has also been used in the Academic Program Review process. A [Space](#)  
203 [Management Policy 2.1.30](#) was instituted in spring 2016 to formalize a process for requesting  
204 space changes or additions. The University's Facility Management group has engaged the firm  
205 Sightlines for the last three years to assist in determining the level of investment required to  
206 maintain campus facilities. The information submitted to Sightlines involves the University's  
207 investment in capital replacement, building maintenance and custodial staffing levels, grounds  
208 maintenance, and overall campus conditions. The Sightlines service provides benchmarking

209 information among private institutions and selected peer institutions. Finally, a [Facility](#)  
210 [Conditions Assessment](#) has been compiled on each occupied campus building. The information  
211 tracks replacement and maintenance activity that is planned or which has been intentionally  
212 deferred. This information is summarized for use in capital planning activities and for senior  
213 leadership to inform Board of Trustee committees. A similar process is managed by the  
214 Division of Information Technology to track the condition of technology assets in each building.

## 215 **Technology Infrastructure:**

216 The University's technological infrastructure is overseen by the Vice President for Information  
217 Technology, who serves as the Chief Information Officer, and is supported by the [Division of](#)  
218 [Information Technology \(DoIT\)](#). The CIO reports to the Senior Vice President for Operations  
219 and is a member of the President's Council. IT governance includes three tiers of advisory  
220 committees and is responsible for allocation of IT funds in alignment with University  
221 priorities. Tier one includes the IT Executive Committee and the Board of Trustees IT  
222 Subcommittee. The IT Executive Committee is comprised of the CIO, the Provost, the Senior  
223 Vice President for Operations, and two Deans. The Board of Trustees IT Subcommittee provides  
224 ongoing advice and guidance to the CIO.

225 Tier two includes the IT Project Prioritization and Review Team (IT PPRT). Led by the CIO, IT  
226 PPRT includes DoIT senior leadership, faculty members, and other campus stakeholders, such as  
227 the Vice President for Mission and Ministry, the Executive Director for the Center for Academic  
228 Innovation, Director for the School of Pharmacy and Health Professions IT unit, and a Student  
229 Life representative. This committee is responsible for reviewing and prioritizing IT projects to  
230 assure alignment with University priorities. IT PPRT recommendations are provided to the IT  
231 Executive Committee.

232 The third tier addresses ongoing planning for IT through the University's [Digital Strategy](#). Co-  
233 chaired by the CIO and the Executive Director for the Center for Academic Innovation, the  
234 Digital Strategy Committee is comprised of members of the IT Project Prioritization and Review  
235 team and is advised by nine committees, whose membership includes faculty, students, staff and  
236 IT personnel. These committees include Research Technology, Students and Technology,  
237 Computing and Academic Technology, Security and Compliance, Campus Infrastructure, Data  
238 Management, Enterprise Services, Health Sciences, Communications and Relationship  
239 Management. The Digital Strategy is updated annually and includes near-term (current fiscal  
240 year) and long-term (2-3 fiscal years) projects. Plans for Digital Strategy projects are managed  
241 by DoIT's Project Management Office, reviewed by the IT Project Prioritization and Review  
242 Committee, and sent to the IT Executive Committee for funding and approval.

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

250 **5.A.2 The institution’s resource allocation process ensures that its educational purposes**  
251 **are not adversely affected by elective resource allocations to other areas or**  
252 **disbursement of revenue to a superordinate entity.**

253 Historically, the university utilized a roll-on budget process. In 2013, the University invested in  
254 developing a [Financial Review Model \(FRM\)](#) that aligns the costs of the university directly with  
255 the student credit hours and tuition generated, providing the ability to analyze the profitability of  
256 majors, subjects, schools and colleges and monitor administrative overhead. FRM has been used  
257 to assist in the evaluation of resource allocations. The tool has allowed the University Budget  
258 Advisory Committee, co-chaired by the Provost and SVP, to reassess the allocation of budget  
259 dollars. The budgeting process over the past five years has become less of an “automatic” roll-on  
260 to a more strategic allocation of dollars, both operating and capital. Early in the annual budget  
261 process, department and university leaders provide strategic needs requests that are incorporated  
262 into the budget process. The allocations are then based upon not only the financial return but the  
263 impact on mission and the overall health of the university. As an example, based on historical  
264 data and positive growth projections, the Heider College of Business required additional  
265 resources and space. The university administration decided to reallocate space within the Harper  
266 Center, originally built to house administrative functions, to the business college’s academic  
267 programs, repurposing underutilized space and providing upgraded facilities to academics while  
268 avoiding the construction of additional square footage. Fund raising and university dollars  
269 supported the repurposing and advancement of technology in other academic buildings to  
270 facilitate the project. Since 2013, operating resources dedicated to academics have grown from  
271 50% to 60% of total expenditures. The amount spent directly on academics totaled more than  
272 \$217M in FY16. The FRM is an excellent tool, providing such data and assisting data driven  
273 decisions as the University realigns its resources.

274 With the additional information generated through FRM, discussions regarding Creighton’s  
275 budget and cash needs as a whole have become more transparent to upper administration on  
276 campus. Decisions to purchase university-wide technologies for student and faculty support,  
277 such as DegreeWorks, Starfish and IDEA, have been universally supported. Budget realignments  
278 have forced Deans to reevaluate priorities. Beginning in spring, 2016, to assist in that process,  
279 each Dean appointed two faculty members to assist in the annual budget process. The faculty  
280 help strategize on revenue generation and utilization of tuition dollars to support academic  
281 success. In a period of tight revenues, pressure to increase bottom lines, and controlling costs, it  
282 is important to understand the financial impact of decisions being made. The President’s  
283 Council, Deans Council and Finance Directors discuss budget priorities throughout the year.  
284 Standard templates to assess and reevaluate the financial impacts of new academic programs and  
285 capital projects have been designed and are required for approval of new initiatives. The school  
286 and college budgets have been looked to for increased tuition opportunities while managing  
287 costs. Even though budgeting for increased net contributions by unit has met some resistance,  
288 the transparency has assisted in overall understanding and acceptance, resulting in overall  
289 positive actual to budget for the past four years, and key priorities have been funded.

290 In September, 2012, the [university transferred its medical clinic operations to Alegen Health](#)  
291 [Systems](#), now Catholic Health Initiatives (CHI), as part of a strategic academic affiliation. The  
292 University also relinquished its minority ownership interest in its primary teaching hospital. As

293 a result of the affiliation agreement, approximately 750 university employees became employees  
294 of CHI. The affiliation decreased Creighton's exposure to the financial risks associated with  
295 medical clinics and healthcare operations overall and allowed the School of Medicine to  
296 concentrate on its educational mission. Critical to the educational component is the clinical  
297 experience of all healthcare professions. Agreements are in place assuring CHI physicians have  
298 adequate protected time to perform academic, research and scholarly activities, while remaining  
299 clinically active. These agreements provide for undergraduate, graduate and post-graduate  
300 didactic and clinical setting time necessary to administer and apply the underlying curriculum. In  
301 order to compete for physician resources in a healthcare market evidencing ever increasing  
302 professional salaries, the University has allocated additional financial resources necessary to  
303 secure sufficient levels of academic physician resources across all medical specialties. As  
304 evidence of its investment in the academic mission, CHI's employed physician compensation  
305 plan has been adjusted to include financial incentives for participation in the academic mission.  
306 The University administers the aforementioned agreements through three mechanisms: (1) an  
307 Academic Affiliation Council consisting of University and CHI executive team members,  
308 focused on the allocation of human, financial and capital resources toward the academic mission;  
309 (2) an executive academic team, consisting of the School of Medicine's Dean, Associate Dean  
310 for Educational Innovation, who also serves as CHI's Chief Academic Officer, and Senior  
311 Associate Dean for Administration, purposed with the identification of academic faculty resource  
312 availability, communication of resource requirements and shortfalls to CHI constituencies, and  
313 facilitation of corrective action plans surrounding shortfalls in academic resource availability;  
314 and (3) routine School of Medicine and CHI Clinic executive team communication necessary to  
315 update dedicated and protected physician time resources identified under the Academic Time  
316 Purchase Agreement.

317 In 2013 the university joined the Big East athletic conference. Moving from a mid-major to a  
318 major conference required a higher level of commitment to athletics. In order to remain  
319 competitive in a major conference while not negatively impacting the academic budget,  
320 University administration expected the athletic department to self-fund, through donations and  
321 increased revenues, future increases in expenditures and capital projects. To date, 100% of the  
322 additional investment in new athletic facilities has been funded through donations. As part of the  
323 fundraising to support the building of a new Championship Center, the athletic department  
324 committed \$1.5 million toward academic infrastructure improvements. Investment in athletics  
325 has not had a negative impact on the University's financial resources or the allocation dedicated  
326 to educational outcomes. Creighton's participation in the Big East Conference has gained  
327 significant exposure to new student markets for the University's academic programs and has  
328 aligned Creighton with institutions having similar missions and academic stature.

329 **5.A.3 The goals incorporated into mission statements or elaborations of mission**  
330 **statements are realistic in light of the institution's organization, resources, and**  
331 **opportunities.**

332 The university's planning process establishes goals based upon university-wide input. Input was  
333 gathered/disseminated in a variety of ways, including Presidential town halls, Provost/Deans/  
334 SVP listening sessions, Q&A sessions with the Staff Advisory Council, a university wide

335 Examen process linked to Jesuit values mandated across all units and, most recently, area  
336 assessments to help the new President reevaluate the strategic initiatives and prepare for the new  
337 planning process. See Criterion 5.C.1 for further discussion of the current strategic plan and  
338 implementation.

339 Academic units' plans are coordinated with those in the university-level strategic plan. Three-  
340 year financial plans developed within the schools/areas are updated annually and submitted to  
341 the Budget, Planning & Analysis Office for incorporation in University strategic planning.  
342 Budget requests are categorized, and mission is a critical category. The resources required for  
343 new programs, such as the current Global Initiative, are analyzed with an understanding of how  
344 critical mission is to Creighton, but also with an awareness of the resource requirements before  
345 approving. If a mission-critical but not financially viable program is approved, other funding  
346 sources, such as reallocated strategic funds and donations are identified. A recent example is  
347 Creighton's involvement in Omaha's 75 North project, which will provide opportunities for our  
348 students to work with a needy population in the city but will not provide a revenue source to the  
349 university. Our involvement will require the realignment of endowment allocations to support  
350 the mission-centered project. Other proposals, such as the formation of a Center for Catholic  
351 Thought have been placed on hold as the necessary resources are not currently available. The  
352 support of Catholic mission is evident throughout academic and ministry programs and although  
353 a comprehensive Center would be ideal, sufficient funding still needs to be identified.

354 Creighton University monitors and reports on the class size, the ratio of students to faculty, the  
355 ratio of adjunct to full-time faculty, and percentage of faculty with doctorate, or other terminal  
356 degrees. This information, along with other key factors such as diversity, competitive  
357 compensation, staffing needs, and strategic planning priorities, is utilized by senior management  
358 for academic staff planning to ensure appropriate and effective levels of faculty resources.  
359

#### 360 **5.A.4 The institution's staff in all areas are appropriately qualified and trained.**

361 The University has an Associate Vice President who oversees all HR activities. Human  
362 Resources Services: Recruitment, Performance Management, Employee Relations, Leadership  
363 and Employee Development is dedicated to assuring Creighton University staff has well-defined  
364 policies and procedures to ensure that all Creighton staff are appropriately qualified and trained  
365 for their jobs, both before joining the university and during their employment.

366 Employment applications are screened to identify qualified individuals representing all  
367 experiences, backgrounds and faith traditions who identify with Creighton's mission and can  
368 contribute to our distinctive academic tradition. Internal applicants receive priority to encourage  
369 job promotions and staff career paths.

370 New employee orientations are conducted every other week, and new employees attend once  
371 they are hired. Supervisors are expected to provide adequate training specific to each position.  
372 All employees are under the guidance of [handbooks](#), [one specific to faculty](#) and [another for staff](#).

373 Creighton embraces a performance-based culture, reflective of our Jesuit values, which calls for  
374 the ongoing formation of all individuals through self-reflection and honest, constructive feedback  
375 related to their job performance. Continual dialogue between supervisors and employees and  
376 detailed annual performance documentation are required for a pay increase. Pay increases are  
377 100% merit-based.

378 Creighton believes in developing the whole person. At Creighton, continued learning is  
379 encouraged and valued. As part of the performance review, employees are evaluated on their  
380 continual development. A [survey](#) is conducted annually to gain input and assess future  
381 professional development programming. The Compass Professional Development program is  
382 designed to nurture and enforce the mission, keep us competitive among area employers and  
383 allow the University to grow and evolve. An annual [Compass Professional Development Report](#)  
384 is shared with campus constituents and posted on the Learning & Development website.

385 Leadership summits are held to build leadership competency skills, provide a forum for leaders  
386 to gather for professional and social interaction and to develop mission focused leaders. Topics  
387 have included Diversity and Inclusion, Leading with Hope, Trends in Higher Education, Change  
388 Management, and Strategic Planning – design to implementation. For further mission related  
389 programs for employees, refer to Criteria 1.B.

390 The Wellness Council promotes wellness at the University through the facilitation of [wellness](#)  
391 [programs and services](#). The Council membership includes faculty and staff members who  
392 promote a healthy workplace by fostering an environment conducive to healthy lifestyle choices.

393 **5.A.5 The institution has a well-developed process in place for budgeting and for**  
394 **monitoring expense.**

395 The Budget, Planning & Analysis office (within the Division of Finance) is charged to develop  
396 the operating and capital budgets, formulate budget guidelines, monitor budget performance,  
397 including forecasts of operating revenues, and develop short and long-term financial plans. [The](#)  
398 [Budget and Finance Committee of the Board of Trustees](#) meets several times a year and regularly  
399 reviews updated forecasts of current year expenditures, budget requests and projections for  
400 future fiscal years, enrollment status, capital plans, etc. The university budgeting process has  
401 evolved from focusing on expenditure requests to discussion of funding strategic initiatives and  
402 reallocation of funds related to supporting strategic changes and growth.

403 **Budget:**

404 The CU Budget Advisory Committee is responsible for developing the CU budget. The  
405 committee is currently comprised of the provost, senior vice-president for operations, the  
406 associate provost for academic finance, and the budget, planning & analysis director. The budget  
407 process begins with administrators of the various units projecting enrollment and revenue from  
408 non-tuition sources, and stating their needs and rationale for personnel and operating expenses,  
409 new programs, and capital expenditures. Deans propose tuition rates as part of the budgeting  
410 process, and project tuition rates based on demand, enrollment growth, and tuition rates of  
411 competitors. The Budget Advisory Committee reviews the overall needs of the university,

412 stipulates priorities for the budget year, and addresses requests from the respective areas. The CU  
413 Board of Trustees has final approval of the budget, and once approved, budgets are distributed to  
414 administrators who manage the budgets for their areas. We are currently adjusting the tuition rate  
415 setting process to allow for earlier decisions to align budget timing with the new financial aid  
416 “prior-prior” process. In addition, we are evaluating budgetary incentives related to participation  
417 in interdisciplinary programs to facilitate growth in this strategic area.

418 **Controls:**

419 All account activity is tracked in the University’s financial system, Banner. Budget reports for  
420 each unit are prepared monthly and department heads can check their budgets at any time  
421 through Banner. It’s expected that department heads monitor and adhere to their budgets.  
422 Budget administrators and directors have access to Banner Finance, which shows actual vs.  
423 budget activities for all areas within their department. The University’s finance division embeds  
424 qualified personnel in each college/school/administrative area who are responsible for following  
425 and enforcing approved financial policies and procedures. The embedded Academic Finance  
426 Directors meet bi-weekly with the Associate Provost for Finance and the Director of Budget,  
427 Planning & Analysis to communicate current financial issues and discuss budget opportunities.  
428 The university has a [published expenditure approval process](#) detailing required administrative  
429 approval levels.

430 The University’s Budget, Planning & Analysis office prepares a quarterly President’s Council  
431 report detailed by unit. Each unit submits to the budget office an explanation of significant  
432 deviations from prior year and projected year-to-date income and expense budgets. Risks and  
433 opportunities are communicated by the units throughout the year. Finance directors meet with  
434 their administrators and review monthly reports. Periodic financial updates are also provided to  
435 the President’s Council. In April, a final fiscal year current estimate is developed. This estimate  
436 is used to report fiscal year projections to the BOT in May.

437 **Audit:**

438 Generally accepted accounting principles are employed to ensure consistent and transparent  
439 financial reporting and a strong internal control environment. The University undergoes an  
440 [annual independent audit of its financial statements](#) by KPMG, an internationally recognized  
441 accounting firm. All audits since the last accreditation have resulted in unqualified opinions. As  
442 an entity that expends more than \$500,000 of federal awards in a year, the University is subject  
443 to a Single, or [A-133 Audit](#), the purpose of which is to provide assurance to the US government  
444 as to the management and use of federal funds by the University. Further discussion regarding  
445 external audit activities and results are described in Criterion 2.A.

446 Creighton’s internal audit department maintains a schedule of audit activity. The audits focus on  
447 university aspects, including assurance that financial policies and procedures are being followed,  
448 of which expenditure controls are included. The internal audit department prepares for upper  
449 administration, including the Risk Management, Audit and Compliance Subcommittee of the  
450 BOT, an [annual report of activity and findings](#). Further discussion of additional internal audit  
451 activities and results of the annual independent audits are described in Criterion 2.A.

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## 5-B CORE COMPONENT 5.B

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

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1. 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.

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2. The governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

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3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

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### ARGUMENT

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**5.B.1 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.**

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The Board of Trustees has ultimate authority over and responsibility for the acts of the Corporation and has all necessary and convenient power to direct and manage the business and affairs of the Corporation. ([Article II/Section 1/Bylaws/Creighton](#)). 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.

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Board committees are aligned with the key responsibilities of the Board. Board committees request regular reports on a variety of topics throughout the year. Agenda items from recent

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481 meetings show the topics of discussions and information shared with the Board. Agendas for the  
482 committee meetings are set in collaboration with university officers who are identified as liaisons  
483 to the committees.

484 Each Board Committee reports to the full Board at each meeting of the Board, and recommends  
485 initiatives to the Board.

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

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

499 The President's Council is comprised of the members of the President's cabinet, the deans of all  
500 the schools and colleges and Associate Provost for Academic Administration, Athletic Director,  
501 Chief Communications and Marketing Officer, Vice President for Information Services,  
502 Associate Vice President for Human Resources, Vice President for Administration, and Vice  
503 President for Finance and a faculty representative. This group meets monthly, reviews and  
504 discusses university issues, receives reports and briefings, and shares relevant information from  
505 their units.

506 Article III, Section 2 of the University Statutes delineates the organizational structure of faculty  
507 governance. The University Faculty is represented by a Faculty Council consisting of one elected  
508 representative for every 15 full-time, teaching and research faculty from each College or School.  
509 The Faculty Council meets monthly during the academic year as an independent component of  
510 the Academic Council. The Academic Council consists of the Faculty Council and the Academic  
511 Administrators' Council. A change was made in spring 2016 to have the Academic Council  
512 meet one week after the Faculty Council meeting. Traditionally, the Faculty council meeting had  
513 occurred one hour before the Academic Council meeting. This scheduling change is being well  
514 received as it allows time for exchange of information across all stakeholders and provides  
515 Academic Council more time for thoughtful consideration of issues.

516 In order to fulfill its responsibilities, the Academic Council has the following standing  
517 committees: Executive, Rank and Tenure, Academic Freedom and Responsibility, Faculty  
518 Grievance, Faculty Dismissals, Committees, Faculty Handbook and University Statutes and  
519 Computing and Academic Technology. The purpose, membership and meeting schedule for each  
520 standing committee are prescribed in the [University Statutes](#).

521 The duties of the Academic Council are outlined in [Section 2E4](#) and its committees are outlined  
522 in [Section 2EF](#) of the University Statutes. A variety of topics are discussed to promote the open  
523 exchange of ideas. One ongoing topic is faculty governance. The Faculty has previously raised  
524 concerns about governance issues through Faculty and Academic Councils, i.e., lack of input  
525 into strategic planning and the power of the President to change, rescind, or unilaterally amend  
526 any and all portions of the University Statutes as was done in August 2014 when President  
527 Lannon rescinded Article 1, Section 1.A.3 of the Statutes in relation to the composition of  
528 Presidential Search committees; within this deleted section was a provision wherein the Faculty  
529 previously was provided the representation of one faculty member serving on the Presidential  
530 Search Committee – a committee that is merely advisory to the Board of Trustees and has no  
531 formal hiring authority.

532 The Creighton Students Union President is an ex officio member of the Academic Council.  
533 Creighton Students Union is governed by a Board of Representatives consisting of one elected  
534 student representative for 150 students in each School or College. The purpose of the Board of  
535 Representatives is to create resolutions and make recommendations to both students and the  
536 University in regards to [policies and bylaws](#). The Creighton Students Union cabinet consists of  
537 student presidents from each School and College. Its Executive Committee is composed of the  
538 President and Vice Presidents of Creighton Students Union.

539 The Staff Advisory Council is a Presidential Committee consisting of elected representatives  
540 from employee classifications E- M. One representative is elected for every 50 employees of all  
541 units of the University. The Staff Advisory Council president sits on the President's Council and  
542 is an ex officio representative to the Academic Council. Professional staff employees who are at  
543 levels above E do not currently have an official structure of representation. Evidence gathered  
544 from the University-wide examen process identified the need for all staff to have a voice.

545 Internal constituents have multiple opportunities to engage with Presidential committees.  
546 Presidential committees consist of representatives of the faculty, students and staff. These  
547 committees advise and report to the President. The purpose and structure of Presidential  
548 committees is defined in Article IV, Section I of the [University Statutes](#).

549 Members of these committees are elected each spring by students, faculty and staff. The  
550 Presidential Committees include the Financial Advisory, Student Life Policy, Campus Planning,  
551 Student Discipline, Lectures, Films and Concerts, Public Honors and Events, Athletic Board,  
552 Benefits, Status of Women, and Americans with Disabilities Act committees.

553 **5.B.2. The governing board is knowledgeable about the institution; it provides**  
554 **oversight for the institution's financial and academic policies and practices and**  
555 **meets its legal and fiduciary responsibilities.**

556 The Creighton University Board of Trustees is granted power and authority by law and  
557 ultimately has the fiduciary responsibility for the institution. The Board meets four times per  
558 year. Board Committee meetings are now scheduled for four hours to facilitate in-depth  
559 conversation and each of the five standing Board committees invite faculty, staff and student  
560 guests to participate in committee meetings. Board committee structure is aligned in broad

561 terms with the HLC criteria (Mission, Jesuit Identity, Student Life; Academic Affairs, Health  
562 Sciences and Research; Governance, Nominating, Audit and Compliance; Budget and Finance;  
563 and External Relations). [Agendas for the past Board meetings and Board handbook](#). The  
564 University Faculty President and the Creighton Students Union President present annual reports  
565 to the full Board. The Faculty President attends Board meetings as an invited guest.

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

568 [The Budget, Finance and Infrastructure Committee of the Board of Trustees](#) meets eight times a  
569 year and regularly reviews updated forecasts of current year expenditures, budget requests and  
570 projections for future fiscal years, enrollment status and capital plans, etc.

571 **5.B.3. The institution enables the involvement of administration, faculty, staff and**  
572 **student in settings academic requirements, policy and processes through effective**  
573 **structures for contribution and collaboration.**

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

581 In addition to the Faculty Council and the Academic Council, each school and college engages  
582 all level of administration, faculty, staff and students to ensure contribution and collaboration  
583 from each of those constituencies.

584 Procedures for setting academic requirements, policy, and processes vary by school and college.  
585 Given the comprehensive nature of Creighton's schools and colleges, with five of the nine  
586 schools and colleges being professional schools, much of the governance and administrative  
587 structures are within the school or college and practices differ across the disciplines. Specialized  
588 accreditation and standards of the professions have to be addressed within these disciplines. For  
589 example:

590 The [School of Law](#), recognizing the ABA Standard 404(a)(4)'s call for faculty participation in  
591 governance, has a committee structure that submits proposals to the entire faculty for approval.  
592 All School of Law committees are elected by faculty with an ex officio member from the  
593 administration except for the Curriculum committee, the members of which are appointed by the  
594 Dean.

595 The [Heider College of Business](#) has curriculum committees elected by the faculty. Changes to  
596 the business core for either the undergraduate or graduate programs are proposed to the  
597 appropriate committee. After committee approval, the changes are presented to the entire faculty  
598 for a vote. Changes within each major are proposed by faculty of the appropriate department,

599 submitted to the appropriate undergraduate or graduate committee, and then presented to the  
600 entire faculty for a vote.

601 The By-Laws of the [School of Dentistry](#) facilitate faculty participation in this process as a result  
602 of Article II and Article VII. Article II authorizes the formation of a faculty government (Faculty  
603 Council) and the creation of several committees with faculty membership that are advisory to the  
604 Dean. Article VII addresses the formation of eleven standing committees which make  
605 recommendations to the Dean regarding specific topics within their purview. An additional seven  
606 advisory groups exist to encourage faculty participation and input into the decision-making  
607 process of the School. Mechanisms for appointment include both appointment by the Dean and  
608 election by the faculty.

609 The [College of Nursing](#) holds general faculty meetings three times a semester at which all policy,  
610 curriculum changes, and academic issues are brought up for discussion and vote. Policy,  
611 curricula, or academic changes normally come up through a committee.

612 According to the [School of Pharmacy and Health Professions](#) Bylaws, the Dean appoints the  
613 committee members to both the Curriculum and Assessment committees for all academic  
614 programs in the school. Policy and policy-embedded procedures of the school that fall within the  
615 scope of faculty governance require approval by secret ballot of a majority of the entire faculty  
616 eligible to vote.

617 The Bylaws of the [School of Medicine](#) (Article VIII, Section 7B) prescribe the composition and  
618 responsibilities of the Educational Policy committee. The representative of this standing  
619 committee are appointed by the Dean of the School of Medicine. This Educational Policy  
620 committee is responsible for defining and revising the goals, objectives, structure and content of  
621 the undergraduate medical curriculum.

622 The [College of Arts and Sciences](#) elects faculty to the Senate; ex officio members of the Senate  
623 include the Dean, Associate Deans, and department chairs. The Steering Committee (which  
624 includes the Dean) then assigns senators to committees, including the curriculum committee.  
625 Representatives from the Dean's Office are also assigned to committees. The curriculum  
626 committee vets new course and program applications.)

627 The Graduate Board serves as the executive committee of the Graduate School. The Board  
628 advises the dean on policy matters pertaining to admission requirements, appeals, and promotion  
629 of graduate students. The Graduate Board also evaluates and approves proposals for new  
630 graduate programs. The [Graduate School](#) has policies related to quality requirements and  
631 academic responsibility, as well as admissions requirements; however, individual graduate  
632 programs may establish policies or procedures that are specific to an individual graduate  
633 program. As outlined in the Graduate School Bylaws, the Graduate School has a curriculum  
634 committee which shall be available for review and approval of courses in interdisciplinary  
635 programs.

636 The work of the College of Professional Studies is guided by the Adult Learning Council, the  
637 CPS Alumni Advisory Board, and the Summer/Winter Advisory Council. Evaluation of the

638 educational programs, educational models, and success of the CPS learners occurs on a regular  
639 basis with reference to the objectives, quality, and resources for each area of study. The Dean of  
640 the College of Professional Studies works directly with program directors, departmental  
641 chairpersons, other deans, vice provosts, vice presidents, and others in matters concerning  
642 programs, faculty and students of CPS. The mechanism for review of standards of quality is  
643 through the Adult Learning Council and the Summer/Winter Advisory Council.

644 The University Policy Committee, led by Andrea Jahn, JD, Office of the General Council, is  
645 responsible for regularly reviewing non-academic policies, making recommendations for  
646 changes, and managing approval of changes by the President's Council. Committee membership  
647 includes representatives from across the campus, including Human Resources, Office of the  
648 Provost, Student Life, Finance, undergraduate, graduate and professional schools and colleges.

649 The Creighton University Staff Advisory Council (SAC) serves as an advocate for University  
650 staff members (classification E-M staff positions). The Council is committed to fairness, justice  
651 and respect in a quality work environment in accordance with the Mission of Creighton  
652 University. SAC advises the President in matters affecting the general welfare and working  
653 conditions of all members of the staff. The Council, which meets monthly, serves as a channel  
654 for better communication between the staff and the administration.

655 The [Creighton Students Union](#) president meets with the University President and Provost once or  
656 twice per month. The CSU president meets with the Vice Provost of Student Life twice per  
657 month and the Assistant Vice Provost for Student Life weekly. Examples of policy change that  
658 have resulted from student input include creating a tobacco-free campus policy, and updated  
659 airport shuttle service.

## 660 5- C CORE COMPONENT 5.C

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661 The institution engages in systematic and integrated planning.

- 662 1. The institution allocates its resources in alignment with its  
663 mission and priorities.
- 664 2. The institution links its processes for assessment of student  
665 learning, evaluation of operations, planning, and budgeting.
- 666 3. The planning process encompasses the institution as a whole and  
667 considers the perspectives of internal and external constituent  
668 groups.
- 669 4. The institution plans on the basis of a sound understanding of its  
670 current capacity. Institutional plans anticipate the possible impact

671 of fluctuations in the institution’s sources of revenue, such as  
672 enrollment, the economy, and state support.  
673 5. Institutional planning anticipates emerging factors, such as  
674 technology, demographic shifts and globalization.

## 675 ARGUMENT

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### 676 5.C. – The institution engages in systematic and integrated planning.

677 Creighton University has institutionalized processes to improve upon the integration of resource  
678 allocation decisions with defined strategic initiatives. The strategic planning process, One  
679 Creighton: Making a Better World, was developed initially in 2013 to not only bridge the vast  
680 programs and numerous colleges and schools of Creighton University but also to connect the  
681 resource decisions with the mission and vision of the university. The [Quality Initiative Project](#),  
682 completed as part of the institution’s participation in the HLC open pathway, focused on key  
683 initiatives (academic planning, program review, and academic effectiveness indicators) central to  
684 systematic and integrated academic planning.

#### 685 5.C.1 – Creighton University allocates its resources in alignment with its mission and 686 priorities.

687 The multi-year planning and annual budgeting process at Creighton University is directly aligned  
688 with the Strategic Process, designed to assure the financial goals are aligned in support of the  
689 overall mission of the institution. The annual budget, current year of a three-year projection, is  
690 just one component used to support the future priorities of the university. Other resources from  
691 donors, granting and contracting agencies, and financial resources are analyzed, along with  
692 current operating results, to support the priorities weighed in by the President’s Council, which  
693 includes representation from all areas of campus, and then the Board of Trustees. In addition to  
694 university level priorities, each department and college has the ability to spend its budget  
695 according to the priorities of the unit. Capital projects are reviewed and prioritized by senior  
696 administration with input from all units across campus. The cost of capital projects, maintenance,  
697 and ranked priorities included in current budget requests are analyzed and a 5-year cash  
698 projection is developed to support the alignment of priorities supporting mission.

699 Since the initiation of the 2014 Strategic Planning Process, included in the university’s annual  
700 budget is an allocation of funds to a Strategic Initiative Fund. These dollars are available to  
701 support strategic initiative requests throughout the year. To assure a university strategic  
702 emphasis, the dollars are maintained centrally and approved and allocated based upon specific  
703 requests and expenditures. Strategic ideas are presented to a Strategy Team comprised of the  
704 President and his Director of Strategic Planning, Provost, Senior Vice President, Deans (2) and a  
705 faculty member appointed by the faculty council. Resources are awarded based on mission and  
706 future financial opportunity. From FY2013-FY2016, \$X million has been reserved to be spent on  
707 strategic initiatives aligning mission and priorities.

708 During the fall 2015, the Strategy Team as described was dissolved and replaced by the  
709 President, Provost and Senior Vice President of Operations. This change was to allow the new  
710 President time to reassess and meet with and listen to the communities of the university and  
711 begin a new planning process. The President’s Planning Committee was announced September  
712 2016. Nominations for steering committee members began in October.

713 **5.C.2 – Creighton University links its processes for assessment of student learning,**  
714 **evaluation of operations, planning, and budgeting.**

715 Assessment of student learning is linked to the academic planning and budgeting process through  
716 implementation of a comprehensive academic planning process that was part of the institution’s  
717 [quality initiative project](#). An institution-wide process of academic planning, coordinated through  
718 the Provost’s office across the nine schools and colleges has been implemented over the last two  
719 years. The Provost holds [quarterly meetings with the Deans’ council](#) to review and discuss  
720 proposals for new academic programs. The Center for Academic Innovation provides a structure  
721 for supporting the development of new academic programs, which can come from faculty,  
722 departments or schools. This office provides resources for the development of proposals,  
723 including consultation on curriculum design, assessment plans, market analysis, and  
724 development of a pro forma budget. A second major objective in the Quality Initiative Project  
725 was the re-tooling of a university-wide program review process. Data on student learning is an  
726 important data source in the review process. A critical piece of the academic review is an  
727 assessment of the effectiveness of a present program in meeting the outcomes of student learning  
728 as delineated by the program and by the university. Standard metrics (e.g., employment rates,  
729 certification pass rates, etc.), direct and indirect measures of student learning, and the ability of  
730 each program to meet these metrics, has created more transparency to both the academic  
731 program and the university in the formal review process. The development of an online  
732 repository, standard reporting templates, a virtual review process, and long term review schedule  
733 are all critical components in this process. The generation of a standard template and required  
734 program data provides an accountable system that links assessment of student learning, academic  
735 planning, and budgeting. [As programs are reviewed on a cyclical basis, the report recommends](#)  
736 [the resource needs](#). The information identified through the academic program review process is  
737 the backbone for the data gathered and key performance indicators analyzed through an  
738 Institutional Effectiveness Office. While this process is not perfect, progress to date is promising  
739 in assisting the institution in linking academic planning with realistic resource allocation for  
740 budgeting. This process is overseen by the Office for Academic Excellence and Assessment  
741 (AEA) and includes administrative decision making.

742 **5.C.3 – The planning process encompasses Creighton University as a whole and**  
743 **considers the perspectives of internal and external constituent groups.**

744 Creighton’s greatest strength is our complexity and modest size, and our greatest challenge is our  
745 complexity and modest size. An aspiration is to continue to move from a regionally dominant to  
746 a nationally prominent institution. A vision initiated by President John Schlegel during his 11-  
747 year term was to work closely with the Omaha community in building out the campus footprint.  
748 The planning process under President Lannon from 2011 to 2015 was called ‘One Creighton:  
749 Make a Better World.’ Our university profile with its unique combination of undergraduate,

750 graduate and professional schools/colleges makes us distinctive among institutions our size.  
751 This distinctiveness makes the planning process challenging.

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

758 During President Schlegel's final year, the university underwent an institution-wide program  
759 prioritization process that crossed all units in the university. This process led to 25  
760 recommendations. While not all of the recommendations were acted upon, there were several  
761 actions taken that resulted in greater efficiency for the university. The planning process from  
762 2011-2015, One Creighton: Make a Better World, included the participation of 9 task forces,  
763 involving 136 participants across faculty, administrators, staff, students, and board members. An  
764 initial plan, done in a more traditional format, resulted in requests for over 250 million dollars.  
765 Further review by the Board resulted in continued planning and a revised plan that was grounded  
766 in key strategies for the institution with explicit metrics for each of the projects. This planning  
767 process included over 17 strategy sessions, 10 focus groups that encompassed an additional 170  
768 participating faculty, students, and staff. This plan identified three goals: 1) Form graduates in  
769 the Jesuit tradition with an understanding of self and their place in this diverse world; 2)  
770 Leverage Creighton's strengths as a comprehensive institution and firmly establish its  
771 differentiation in higher education; and 3) Secure Creighton's financial stability into the future.  
772 Initiatives successfully launched as a result of this planning process included the creation of a  
773 Center for Health Promotion and Wellbeing, a new academic program in neuroscience, the  
774 establishment of a Digital Strategy Team, implementation of a staff retirement program, cost  
775 reductions, investment in faculty compensation, and an increase in funding for scholarships.  
776 These were important in providing greater efficiency and addressing financial issues for the  
777 university.

778 While a number of faculty did participate in the strategic planning process, some faculty views  
779 were not represented or heard. Reflecting faculty concerns of different sorts across the  
780 university, on March 26, 2015 the Faculty Council passed a resolution calling for a moratorium  
781 on the current strategic plan until the process and outcomes were reevaluated. This resolution  
782 was a stimulus to enhance communication between the faculty and the senior leadership. On  
783 May 1, 2015, Interim President Bradberry and other senior administrators met with faculty to  
784 facilitate discussion to better understand their concerns. Interim President Bradberry initiated  
785 listening sessions with the faculty, and campus-wide town halls were held throughout spring  
786 2015. Changes instituted included involving faculty on administrative university committees and  
787 formalizing the process of faculty governance in university approval processes to build  
788 collaboration between the faculty and administration.

789 President Hendrickson held a series of listening sessions during his first months on campus in  
790 fall 2015. Four themes emerged from the analysis of those sessions: academic excellence,  
791 community engagement, mission and identity, and stewardship of resources. At the 2016

792 Founder’s Week Convocation, President Hendrickson announced a University-wide Area  
793 Examen process. The Examen to Conscience of the Society of Jesus is a method of praying and  
794 reflection. All units across the campus were asked to engage in an Examen process discussing a  
795 series of [Examen questions](#). Each group had an assigned recorder to record and synthesize  
796 shared responses. On April 22, a university-wide roundtable discussion was held, during which  
797 themes were shared and further consensus was reached. All data from the [Examen](#) was then  
798 given to an appointed group that analyzed the data and presented a report to the President.

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

802 The current strategic planning process encompasses the themes of mission enhancement,  
803 academic excellence, campus environment, institutional outreach, and stewardship of resources.  
804 Strategic planning committee co-chairs were appointed in August and they are now leading the  
805 planning effort. A President’s planning committee has been formed, which includes faculty and  
806 staff members who represent a cross-section of the University. Working groups and goal  
807 stewards, who will be responsible for executing and implementing the goals and associated  
808 tactics, will be identified for each strategic goal. Phase I of the planning process is assessing  
809 external threats and setting goals.

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

815 **5.C.4 – Creighton University plans on the basis of a sound understanding of its current**  
816 **capacity. Plans anticipate the possible impact of fluctuations in Creighton’s sources**  
817 **of revenue, such as enrollment, the economy, and state support.**

818 Creighton's planning process has matured over the past four years, resulting in financial growth  
819 as evidenced by a CFI of [X.X% in 2012 to X.X%](#) in 2015. Emphasis has been placed on multi-  
820 year planning with cash targets established to not only meet the current financial operating needs  
821 of the university but also provide for growth and maintenance of campus facilities to meet the  
822 needs of growth in student population. The strategic plan identified the need for Creighton to  
823 diversify its enrollment to shield it from unexpected drops in traditional undergraduate  
824 enrollments and identify expense savings by maximizing the alignment of size and complexity of  
825 the university and its mission.

826 Due to the university's reliance upon tuition revenue (80% of total revenue), in 2014 the Provost  
827 assigned the Vice Provost of Enrollment Management the responsibility for management of all  
828 enrollment in the university. To help manage the uncertainty of the changing student  
829 demographics, the university contracts for services with consultants to help manage and predict  
830 enrollment projections as well as generate enrollment applications. With growth in students there  
831 are many implications, ranging from facility challenges in housing capacity, adequate classroom

832 and learning spaces, and the need for additional student support services. Risks and opportunities  
833 are identified within all categories to manage fluctuations in enrollment and regulatory impacts.  
834 Although there is no state support, the impact of federal governmental decisions, such as  
835 discontinuance of Perkins Loan Programs, are considered as soon as there is any indication of  
836 upcoming negative regulatory rulings. The AJCU is very active in regulatory affairs and does a  
837 thorough job of informing the individual Jesuit universities of upcoming regulatory decisions.

838 **5.C.5 – Creighton University’s planning anticipates emerging factors, such as**  
839 **technology, demographic shifts, and globalization.**

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

843 Creighton invested time and resources into developing a greater adult market presence, in order  
844 to extend its reach and provide a Jesuit education to individuals who cannot come to campus.  
845 Although this initiative is relatively new and the University is not as well known for providing  
846 adult focused programs, adult students have grown from XX% in 2013 to XX% in 2016 of the  
847 total student population. Internal support structures specific to supporting the adult learner, both  
848 undergraduate degree completers and graduate students, and online instruction have grown as the  
849 number of programs have grown. A market analyst was hired in 2014 to research and interpret  
850 demographic information provided by research consultants to complement the academic  
851 planning work of the university. The analyst reports to all members of the Deans Council and  
852 administration changes in the landscape of universities and opportunities and threats that may be  
853 impacting our future. A report is submitted monthly detailing new program ideas, emerging and  
854 shrinking job markets, and major changes at other institutions. The research is then matched with  
855 our strengths and offerings and new program ideas are discussed. This process resulted in the  
856 identification of suites of programs designed to meet future external needs, ultimately resulting  
857 in XX new programs currently enrolling XX students. The Strategic Initiative Fund is available  
858 to support the start-up of promising programs and mission-critical initiatives. The improved  
859 financial position has supported the university's ability to increase program marketing, start X  
860 new programs, and support mission-oriented programs such as our involvement in 75 North, a  
861 city program designed to improve the life of those in the community directly north of campus.

862 President Hendrickson announced at his inauguration in October, 2015, that global involvement  
863 will be a priority of the university. As a result, resources have been designated to increase and  
864 support our opportunities internationally. Students and faculty are participating in exchange  
865 programs, and online course deliveries have enhanced the opportunities for students outside of  
866 our local area.

867 CAI, the Center for Academic Innovation, partners with DoIT, the Division of Instructional  
868 Technology, to continually analyze and address growing and emerging technology needs. The  
869 VP for Information Technology and the Executive Director of CAI jointly led the development  
870 of a comprehensive digital strategy which was subsequently adopted by University leadership in  
871 July 2015.

872 Online education and technology in the classroom is integral in the education of our students.  
873 One key objective of the digital strategy was to develop a culture of innovation and collaboration  
874 across campus to support the academic and administrative enterprise. To support academic  
875 innovation and project based learning, a research and development lab, Creighton RaD Lab, was  
876 created. The RaD Lab is designed to bring students, faculty, staff and industry partners to  
877 together to support learning, faculty/student engagement, and ongoing technology research.

## 878 5- D CORE COMPONENT 5.D

879 THE INSTITUTION WORKS SYSTEMATICALLY TO IMPROVE ITS  
880 PERFORMANCE.

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

### 886 ARGUMENT

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887 Creighton University regularly evaluates its performance in areas across the University and  
888 regularly applies the knowledge attained from this performance evaluation to enhance the  
889 effectiveness and efficiency of the organization. Performance evaluation occurs in both the  
890 academic and operational sides of the University, overseen by the Provost and Senior Vice  
891 President for Operations, respectively, with a strong recognition of the interdependence between  
892 the various organizational structures within the University.

#### 893 **5.D.1. The institution develops and documents evidence of performance of its operations.**

##### 894 **Academics:**

895 Creighton has established a working group to implement an office of Institutional  
896 Effectiveness. This functional unit allows the University to centralize the various data and  
897 information resources across the institution to provide a culture of evidence for decision-  
898 making. Further, Creighton recognizes that a formal [Institutional Effectiveness](#) unit will  
899 facilitate the process of continual and consistent evaluation and improvement of its overall  
900 performance. The University has reached out to other institutions to discuss and evaluate their  
901 IE structures and is formulating a model to best address Creighton's needs.

902 The Office of Academic Excellence and Assessment and Institutional Research provide publicly  
903 available information through the Institutional [Fact Book](#). The Fact Book includes information  
904 such as enrollment and retention statistics by program, number of degrees conferred,  
905 applications, and student demographic information. The Office of Enrollment Management, as  
906 well as the Registrar’s Office, publish an Enrollment Report each semester.

907 The University has established a formal [Academic Program Review Policy](#) that “enables the  
908 University to focus attention on academic programs and ensure its strengths and resources are  
909 used in alignment with the mission.” The program review process helps the University make  
910 strategic decisions regarding whether to maintain, discontinue, monitor, or strengthen its  
911 academic programs.

912 Creighton’s evaluation of student outcomes extends beyond the formal Assurance of Learning  
913 process by regularly monitoring career placement data and alumni surveys. The Career Center  
914 regularly shares learning outcomes and placement statistics with numerous stakeholders across  
915 campus, such as administrators and first-semester freshman students. Creighton also monitors  
916 alumni outcomes by conducting a survey using the Gallup-Purdue Index (GPI). The survey was  
917 administered to current students as well as over 30,000 alumni in 2014 and two groups of recent  
918 alumni in 2015 (659 undergraduate and 630 graduate and professional). Results indicated that  
919 twice as many Creighton graduates are thriving in five key elements of well-being as compared  
920 to graduates nationally. The results will be used to plan further faculty development and to share  
921 best practices across the University.

922 The University librarian publishes an annual Library Report, which provides a summary of the  
923 initiatives over the past academic year, updates on collections and resources available to  
924 students, faculty, and staff, and results of a MISO (Measuring Information Service Outcomes)  
925 Survey, which measures, in part, constituents’ satisfaction with the library’s services and  
926 resources.

## 927 **Operations:**

928 People are Creighton’s largest and most valuable asset, with salaries comprising 61 percent of  
929 the annual operating budget (\$206 million). There are three strategies to meet the University’s  
930 “People Plans:” (1) Create and foster a caring culture that engages our faculty and staff in  
931 delivering academic excellence; (2) Develop, acquire and retain talent; and (3) Deliver effective  
932 and value-added services. At Creighton, continued learning is encouraged and valued. A  
933 professional development report listing accomplishments is created annually and shared with the  
934 campus constituents and posted on the Learning & Development website.

935 Creighton embraces a performance-based culture, reflective of our Jesuit values, which calls for  
936 the ongoing formation of all individuals. Employees are encouraged to align their work in  
937 concert with the University’s strategic direction. Every employee deserves the time for self-  
938 reflection and honest, constructive feedback related to their job performance. Open dialogue  
939 between supervisors and employees and detailed performance documentation are essential to the  
940 process. The President receives an executive report after the performance cycle. A leadership  
941 summit is also held quarterly to build leadership competency skills, provide a forum for leaders

942 to gather for professional and social interaction and to develop mission focused leaders. Topics  
943 have included Diversity and inclusion, Leading with Hope, Trends in Higher Education, Change  
944 Management, and Strategic Planning – Design to Implementation.

945 Creighton also seeks to effectively monitor and utilize its physical campus resources. Facilities  
946 Management conducts a space inventory annually during the fall semester. In 2014, the report  
947 was provided to administrators (Deans and Vice Presidents) to convey information regarding the  
948 space utilization of departments within the University as well as to assist in the financial analysis  
949 of expense allocations to the respective colleges and schools. Space usage and needs is also a  
950 component of the Academic Program Review process. A [Space Management Policy](#) was  
951 approved by University leadership in March, 2016. The University’s Facility Management  
952 group has engaged the firm Sightlines for the last three years to assist in determining the level of  
953 investment required to maintain campus facilities. The information submitted to Sightlines  
954 involves the University’s investment into capital replacement, building maintenance and  
955 custodial staffing levels, grounds maintenance, and overall campus conditions. The Sightlines  
956 service provides benchmarking information among private institutions and selected peer  
957 institutions. Finally, a Facility Conditions Assessment has been compiled on each occupied  
958 campus building. The information tracks replacement and maintenance activity that is planned  
959 or which has been intentionally deferred. This information is summarized for use in capital  
960 planning activities and for senior leadership to inform Board of Trustee committees. A similar  
961 process is managed by the Division of Information Technology to track the condition of  
962 technology assets in each building.

963 Creighton's Division of Information Technology (DoIT) monitors its core systems on a real time  
964 basis and calculates service metrics that are discussed at weekly change advisory  
965 meetings. DoIT is currently developing the MARIO digital plan that makes use of a number of  
966 advisory groups that consist of administrators, faculty, staff, and students from across the  
967 university to provide policy suggestions and feedback on issues ranging from Network Security  
968 to Research Computing. The Division also regularly monitors that way in which students use  
969 technology in an annual student technology survey. More recently technology surveys for  
970 faculty and staff have also been conducted. In 2014, the University Committee on Computing  
971 and Academic Technology was established as a standing committee of the Academic Council of  
972 the University. This Committee seeks to promote faculty feedback and provide a review of DoIT  
973 policies that impact the academic areas of the University.

974 The University Sustainability Council seeks to “Initiate the development of a comprehensive  
975 plan to achieve climate neutrality as soon as possible.” The Council has developed a  
976 comprehensive plan on sustainability and regularly reports progress to the American University  
977 & College Presidents’ Climate Commitment. The University also monitors ADA compliance of  
978 its campus. ADA Standards for Construction are communicated to contractors that perform  
979 work on any facility owned or operated by the University. A budget for improvements and  
980 correction of deficiencies was developed by the University ADA Committee in 2014, which has  
981 addressed such issues as interior signage and curb cuts. Software has also been implemented  
982 with Facilities Management work order system that provides rankings for the critical need and  
983 the year of anticipated need. This tool allows the University budget office to project ADA  
984 funding needs out into future fiscal years. In 2016 a Presidential Advisory Committee on

985 Sustainability was established to develop a “path to conversion” for Creighton University as it  
986 embraces and embodies principles and practices of environmental sustainability. Membership on  
987 this committee includes faculty, staff, and students.

988 Creighton University Public Safety creates an [Annual Campus Security and Fire Safety](#)  
989 Report. This report contains statistics for the trailing three years. The Director of Public Safety  
990 conducts an annual review of the statistics and meets with the Omaha Police Department,  
991 University Office of Equity and Inclusion, and the Student Disciplinary System to discuss  
992 changes in policy and enforcement.

993 **5.D.2. The institution learns from its operational experiences and applies that learning**  
994 **to improve institutional effectiveness, capabilities, and sustainability, overall and in**  
995 **its component parts.**

996 Information gathered through various surveys and reports allow Creighton University to evaluate  
997 its performance in both academic and operational areas, and apply the knowledge attained to  
998 make decisions that enhance the effectiveness and efficiency of the organization. Following are  
999 some illustrative examples.

1000 **Academics:**

1001 Creighton regularly monitors the student population utilizing Freshman and Senior Surveys to  
1002 achieve an understanding of demographics, academic backgrounds, satisfaction, and views of the  
1003 student population. These data are used in conjunction with academic metrics such as  
1004 professional exams, including board exams in health fields, graduation rates, job placement, and  
1005 Assessment of Learning processes, in curricular changes and resource allocation across academic  
1006 programs. Embedded liaisons for marketing, finance, development and Alumni Relations allow  
1007 for greater coordination across the University. Schools and colleges receive focused guidance,  
1008 while at the same ensuring that these efforts also fit with the broader University initiatives.

1009 All instructional designers at Creighton are now located in a centralized unit, in order to ensure  
1010 consistency in applying expertise and online pedagogy in online courses. The design team  
1011 assists faculty with existing or new academic technologies that they wish to incorporate in the  
1012 face-to-face or online course environments. Their goal is to assist faculty in provide a high level,  
1013 quality learning experience for students.

1014 Information from the annual Library Report is used to develop strategies for meeting budgetary  
1015 challenges, and determine what additional resources may be needed (books, periodicals,  
1016 technology, and space needs) to enhance students’ learning experiences. In 2014, the Director of  
1017 the Reinert Alumni Library retired, and at present the operations of the Reinert Alumni Library  
1018 and Health Sciences Library are coordinated under the direction of a University Librarian.

1019 The Career Center staff holds discussions internally and externally with stakeholders, including  
1020 Deans, faculty, and employers, to create new workshops, programs and events. New initiatives  
1021 developed as a result of this feedback include a Career Portfolio Program, undergraduate  
1022 research fair, and a STEM career fair.

1023 Results from the Gallup-Purdue Index are providing Creighton with important insights into the  
1024 significance of our mission and valued based education, graduate outcomes and workplace  
1025 engagement. The results will be used to promote the University's educational programs, assist in  
1026 planning further faculty development sessions, and to share best practices across the University.

1027 **Operations:**

1028 As stated earlier, the Human Resources 'People Plan' includes goals related to developing,  
1029 acquiring and retaining talent, and delivering effective and value-added services. Employees and  
1030 managers are provided numerous opportunities for personal and professional development  
1031 throughout the year. The Human Resources team utilizes information from the Professional  
1032 Development Report to gain input on employees' interests and needs, and assess future  
1033 professional development programing. The recent creation of the Business Service Center is an  
1034 example of a functional unit that was created in order to deliver effective and value-added  
1035 services. Services in the BSC and centralized, with a focus on accuracy, efficiency, and  
1036 adherence to university policies. The Senior VP for Operations also employs an individual  
1037 whose primary role is concerned with continuous improvement. This person works with both  
1038 individuals and departments/units to examine, understand, and improve processes using proven  
1039 methods and tools in order to increase both efficiency and effectiveness.

1040 Facilities uses information from the Space Inventory to inform and guide capital planning  
1041 activities and for senior leadership to inform Board of Trustee committees. The relocation of the  
1042 Heider College of Business to the Harper Center is a recent example of decision-making and  
1043 cost-saving based on an examination of current space utilization.