CRITERION 5- RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

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

5- A CORE COMPONENT 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

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

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

4. The institution’s staff in all areas are appropriately qualified and trained.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.
Criterion 5A - The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

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

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

Fiscal Resources

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

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

Net property and equipment increased to $387 million, while debt decreased 15% to $139 million. Major renovations since 2013, such as moving the Heider College of Business from the Eppley Building to the Harper Center, upgrading the Eppley Building for the College of Arts and Sciences, and building the Championship Center have been funded almost exclusively through donations.
In April 2014, Moody’s Investor Service upgraded CU’s long-term debt rating from A3 to A2 (with a stable outlook) in response to improved operations and liquidity, growing enrollment, reduced healthcare risk exposure following the execution of the Alegent Health (now Catholic Health Initiatives - CHI) affiliation agreement, and a balance sheet that has strengthened over the previous five years.

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

As the pressure to control tuition rate increases, the University continues to evaluate ways to reduce expenditures. In order to protect the academic core, instructional costs have not been decreased, but are being evaluated and redistributed to meet the demands of the changing student population. From FY13 to FY16, operating expenses have decreased 7% (a combination of the disposition of clinical operations and intentional expense savings), while instructional expenses have increased 12%. There has been a recent intentional investment and expansion in areas such as Marketing to support brand and academic marketing, as well as University Development in anticipation of an upcoming capital campaign. **Analysis of operating expenditures**, including personnel, performed using benchmarking data from IPEDS, AJCU reports and Big East data indicate expenses are consistent with benchmarked institutions.
A priority in the University’s 2013 Strategic Plan addressed the need to support an infrastructure capable of providing for changes in student demographics as well as instructional delivery. The need to reallocate funds to support the changing infrastructure was communicated to the community by then President Lannon. In the past four years, $6.2M of annual operating funds have been reallocated to support the development of the Center for Academic Innovation (CAI) and the Creighton EDGE. CAI was developed to provide faculty and students in an online learning environment support consistent with the Creighton mission. In addition to advanced technology services, support services are provided to faculty to assist with innovation and academic planning. The Creighton EDGE, developed to enhance student learning and success opportunities, supports advanced tutoring and enhanced outreach services for all Creighton students. Both examples identify a reallocation of funds for important university decisions regarding infrastructure enhancements necessary to support changes occurring in higher education.

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

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

**Human Resources:**

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

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

Human Resources produces a quarterly employment report and a semi-annual *People Report* that is shared with senior leadership. The report looks at key employment data and measures, including the gross number of employees. To continue scrutinizing employee numbers, hiring approval processes, which include final approval by senior management prior to refilling a position or creating a new position, have been instituted. Internal postings are required to provide growth opportunities for existing employees as well as an opportunity to evaluate options to refill open positions. We continue to struggle with finding appropriate comparative benchmarks for employment numbers due to the complexity of the university’s offerings. Savings have centered
on opportunities to combine services on a university level, which improve not only efficiencies but service consistency.

- In 2013, the Business Service Center was formed by analyzing the number of transactions and relocating individuals from some departments to a centralized location. The reorganization of the finance department generated an estimated annual savings of $1.6M through reducing staff by 14 and improving processes and procedures, and adding consistency throughout the university.

- In 2016, interdisciplinary programs were combined and staff resources were shared.

- Beginning in 2015, instructional design, tutoring and advising, and enrollment management have all been reorganized to work together, again providing a more cost-effective way of serving the faculty and students.

- An intentional effort has been made to decrease staff and administrative costs while maintaining resources allocated to instructional costs. Non-faculty employees have been provided retirement incentive opportunities, resulting in 77 retirements over the past three years. Departments impacted by retirements evaluated the replacement and reallocation of duties. The two retirement programs are estimated to have combined annual savings of $3.8 million. The retirements have provided an opportunity to evaluate how employees’ time is spent and implement process improvement where needed. Processes to reevaluate the need to replace retiring employees have been implemented with the knowledge that the largest opportunity for expense savings is through salary and benefits. Beginning June 2016, hiring supervisors are expected to hold positions open for a minimum of six months and possibly define process improvements to streamline work, thus eliminating the need to rehire when an employee leaves. To date, this new process has been less successful than envisioned, with many hiring supervisors requesting an exception to the policy. Since the FY17 budget calls for salary and benefit savings of $4M from this process, we continue to assist supervisors to envision opportunities to restructure, thus reducing administrative costs.

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

Supplementing the compensation review, an initiative to analyze instructional metrics and faculty workload began in 2015. The goal of the initiative is to provide better data behind faculty
hiring needs and compensation adjustments. The initiative is developing and highly supported by the Deans of the schools and colleges.

Physical Infrastructure:

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

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

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

Facilities Management conducts an annual space inventory during the fall semester. In 2014, the report was provided to administrators (Deans and Vice Presidents) to convey information regarding the space utilization of departments within the University, as well as to assist in the financial analysis of expense allocations to the respective colleges and schools. Space utilization information has also been used in the Academic Program Review process. A Space Management Policy 2.1.30 was instituted in spring 2016 to formalize a process for requesting space changes or additions. The University’s Facility Management group has engaged the firm Sightlines for the last three years to assist in determining the level of investment required to maintain campus facilities. The information submitted to Sightlines involves the University’s investment in capital replacement, building maintenance and custodial staffing levels, grounds maintenance, and overall campus conditions. The Sightlines service provides benchmarking
information among private institutions and selected peer institutions. Finally, a Facility
Conditions Assessment has been compiled on each occupied campus building. The information
tracks replacement and maintenance activity that is planned or which has been intentionally
defered. This information is summarized for use in capital planning activities and for senior
leadership to inform Board of Trustee committees. A similar process is managed by the
Division of Information Technology to track the condition of technology assets in each building.

Technology Infrastructure:

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

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

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

Routine maintenance and operations for IT are managed by the CIO and DoIT senior leadership
and is funded by the IT operations budget including classroom technology, student study and
leisure spaces, and network infrastructure. Student technology fees as well as an annual
allocation from the University budget provide funding for routine maintenance as well as
selected digital strategy projects. Technology infrastructure to support the University’s distance
education programs is managed by DoIT, with oversight from the Center for Academic
Innovation.
5.A.2 The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

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

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

In September, 2012, the university transferred its medical clinic operations to Alegent Health Systems, now Catholic Health Initiatives (CHI), as part of a strategic academic affiliation. The University also relinquished its minority ownership interest in its primary teaching hospital.
a result of the affiliation agreement, approximately 750 university employees became employees
of CHI. The affiliation decreased Creighton’s exposure to the financial risks associated with
medical clinics and healthcare operations overall and allowed the School of Medicine to
concentrate on its educational mission. Critical to the educational component is the clinical
experience of all healthcare professions. Agreements are in place assuring CHI physicians have
adequate protected time to perform academic, research and scholarly activities, while remaining
clinically active. These agreements provide for undergraduate, graduate and post-graduate
didactic and clinical setting time necessary to administer and apply the underlying curriculum. In
order to compete for physician resources in a healthcare market evidencing ever increasing
professional salaries, the University has allocated additional financial resources necessary to
secure sufficient levels of academic physician resources across all medical specialties. As
evidence of its investment in the academic mission, CHI’s employed physician compensation
plan has been adjusted to include financial incentives for participation in the academic mission.
The University administers the aforementioned agreements through three mechanisms: (1) an
Academic Affiliation Council consisting of University and CHI executive team members,
focused on the allocation of human, financial and capital resources toward the academic mission;
(2) an executive academic team, consisting of the School of Medicine’s Dean, Associate Dean
for Educational Innovation, who also serves as CHI’s Chief Academic Officer, and Senior
Associate Dean for Administration, purposed with the identification of academic faculty resource
availability, communication of resource requirements and shortfalls to CHI constituencies, and
facilitation of corrective action plans surrounding shortfalls in academic resource availability;
and (3) routine School of Medicine and CHI Clinic executive team communication necessary to
update dedicated and protected physician time resources identified under the Academic Time
Purchase Agreement.

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

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

The university’s planning process establishes goals based upon university-wide input. Input was
gathered/disseminated in a variety of ways, including Presidential town halls, Provost/Deans/
SVP listening sessions, Q&A sessions with the Staff Advisory Council, a university wide
Examen process linked to Jesuit values mandated across all units and, most recently, area assessments to help the new President reevaluate the strategic initiatives and prepare for the new planning process. See Criterion 5.C.1 for further discussion of the current strategic plan and implementation.

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

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

5.A.4 The institution’s staff in all areas are appropriately qualified and trained.

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

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

New employee orientations are conducted every other week, and new employees attend once they are hired. Supervisors are expected to provide adequate training specific to each position. All employees are under the guidance of handbooks, one specific to faculty and another for staff.
Creighton embraces a performance-based culture, reflective of our Jesuit values, which calls for the ongoing formation of all individuals through self-reflection and honest, constructive feedback related to their job performance. Continual dialogue between supervisors and employees and detailed annual performance documentation are required for a pay increase. Pay increases are 100% merit-based.

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

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

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

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

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

Budget:

The CU Budget Advisory Committee is responsible for developing the CU budget. The committee is currently comprised of the provost, senior vice-president for operations, the associate provost for academic finance, and the budget, planning & analysis director. The budget process begins with administrators of the various units projecting enrollment and revenue from non-tuition sources, and stating their needs and rationale for personnel and operating expenses, new programs, and capital expenditures. Deans propose tuition rates as part of the budgeting process, and project tuition rates based on demand, enrollment growth, and tuition rates of competitors. The Budget Advisory Committee reviews the overall needs of the university,
stipulates priorities for the budget year, and addresses requests from the respective areas. The CU Board of Trustees has final approval of the budget, and once approved, budgets are distributed to administrators who manage the budgets for their areas. We are currently adjusting the tuition rate setting process to allow for earlier decisions to align budget timing with the new financial aid “prior-prior” process. In addition, we are evaluating budgetary incentives related to participation in interdisciplinary programs to facilitate growth in this strategic area.

Controls:

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

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

Audit:

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

Creighton’s internal audit department maintains a schedule of audit activity. The audits focus on university aspects, including assurance that financial policies and procedures are being followed, of which expenditure controls are included. The internal audit department prepares for upper administration, including the Risk Management, Audit and Compliance Subcommittee of the BOT, an annual report of activity and findings. Further discussion of additional internal audit activities and results of the annual independent audits are described in Criterion 2.A.
5-B CORE COMPONENT 5.B

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

1. The 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.

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.

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.

ARGUMENT

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.

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.

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

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

The University Bylaws delegate the active management and control of the business operations, educational activities and other affairs of the University to the President, who serves as the Chief Executive and Administrative Officer of the University. In order to fulfill this obligation, the President promulgates the University Statutes to govern the daily operations of the University.

The Statutes provide structure for the overall duties of the Officers of the University, academic administrative units (schools and colleges), the faculty organization at large, and standing and presidential committees of the University.

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

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

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

In order to fulfill its responsibilities, the Academic Council has the following standing committees: Executive, Rank and Tenure, Academic Freedom and Responsibility, Faculty Grievance, Faculty Dismissals, Committees, Faculty Handbook and University Statutes and Computing and Academic Technology. The purpose, membership and meeting schedule for each standing committee are prescribed in the University Statutes.
The duties of the Academic Council are outlined in Section 2E4 and its committees are outlined in Section 2EF of the University Statutes. A variety of topics are discussed to promote the open exchange of ideas. One ongoing topic is faculty governance. The Faculty has previously raised concerns about governance issues through Faculty and Academic Councils, i.e., lack of input into strategic planning and the power of the President to change, rescind, or unilaterally amend any and all portions of the University Statutes as was done in August 2014 when President Lannon rescinded Article 1, Section 1.A.3 of the Statutes in relation to the composition of Presidential Search committees; within this deleted section was a provision wherein the Faculty previously was provided the representation of one faculty member serving on the Presidential Search Committee – a committee that is merely advisory to the Board of Trustees and has no formal hiring authority.

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

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

Internal constituents have multiple opportunities to engage with Presidential committees. Presidential committees consist of representatives of the faculty, students and staff. These committees advise and report to the President. The purpose and structure of Presidential committees is defined in Article I-V, Section I of the University Statutes.

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

5.B.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.

The Creighton University Board of Trustees is granted power and authority by law and ultimately has the fiduciary responsibility for the institution. The Board meets four times per year. Board Committee meetings are now scheduled for four hours to facilitate in-depth conversation and each of the five standing Board committees invite faculty, staff and student guests to participate in committee meetings. Board committee structured is aligned in broad
terms with the HLC criteria (Mission, Jesuit Identity, Student Life; Academic Affairs, Health Sciences and Research; Governance, Nominating, Audit and Compliance; Budget and Finance; and External Relations). Agendas for the past Board meetings and Board handbook. The University Faculty President and the Creighton Students Union President present annual reports to the full Board. The Faculty President attends Board meetings as an invited guest.

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

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

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

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

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

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

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

The Heider College of Business has curriculum committees elected by the faculty. Changes to the business core for either the undergraduate or graduate programs are proposed to the appropriate committee. After committee approval, the changes are presented to the entire faculty for a vote. Changes within each major are proposed by faculty of the appropriate department,
submitted to the appropriate undergraduate or graduate committee, and then presented to the entire faculty for a vote.

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

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

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

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

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

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

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

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

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

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

5- C Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact
of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts and globalization.

ARGUMENT

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

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

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

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

Since the initiation of the 2014 Strategic Planning Process, included in the university’s annual budget is an allocation of funds to a Strategic Initiative Fund. These dollars are available to support strategic initiative requests throughout the year. To assure a university strategic emphasis, the dollars are maintained centrally and approved and allocated based upon specific requests and expenditures. Strategic ideas are presented to a Strategy Team comprised of the President and his Director of Strategic Planning, Provost, Senior Vice President, Deans (2) and a faculty member appointed by the faculty council. Resources are awarded based on mission and future financial opportunity. From FY2013-FY2016, $X million has been reserved to be spent on strategic initiatives aligning mission and priorities.
During the fall 2015, the Strategy Team as described was dissolved and replaced by the President, Provost and Senior Vice President of Operations. This change was to allow the new President time to reassess and meet with and listen to the communities of the university and begin a new planning process. The President’s Planning Committee was announced September 2016. Nominations for steering committee members began in October.

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

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

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

Creighton’s greatest strength is our complexity and modest size, and our greatest challenge is our complexity and modest size. An aspiration is to continue to move from a regionally dominant to a nationally prominent institution. A vision initiated by President John Schlegel during his 11-year term was to work closely with the Omaha community in building out the campus footprint. The planning process under President Lannon from 2011 to 2015 was called ‘One Creighton: Make a Better World.’ Our university profile with its unique combination of undergraduate,
graduate and professional schools/colleges makes us distinctive among institutions our size. This distinctiveness makes the planning process challenging.

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

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

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

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

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

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

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

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

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

Due to the university's reliance upon tuition revenue (80% of total revenue), in 2014 the Provost assigned the Vice Provost of Enrollment Management the responsibility for management of all enrollment in the university. To help manage the uncertainty of the changing student demographics, the university contracts for services with consultants to help manage and predict enrollment projections as well as generate enrollment applications. With growth in students there are many implications, ranging from facility challenges in housing capacity, adequate classroom
and learning spaces, and the need for additional student support services. Risks and opportunities are identified within all categories to manage fluctuations in enrollment and regulatory impacts. Although there is no state support, the impact of federal governmental decisions, such as discontinuance of Perkins Loan Programs, are considered as soon as there is any indication of upcoming negative regulatory rulings. The AJCU is very active in regulatory affairs and does a thorough job of informing the individual Jesuit universities of upcoming regulatory decisions.

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

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

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

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

CAI, the Center for Academic Innovation, partners with DoIT, the Division of Instructional Technology, to continually analyze and address growing and emerging technology needs. The VP for Information Technology and the Executive Director of CAI jointly led the development of a comprehensive digital strategy which was subsequently adopted by University leadership in July 2015.
Online education and technology in the classroom is integral in the education of our students. One key objective of the digital strategy was to develop a culture of innovation and collaboration across campus to support the academic and administrative enterprise. To support academic innovation and project based learning, a research and development lab, Creighton RaD Lab, was created. The RaD Lab is designed to bring students, faculty, staff and industry partners together to support learning, faculty/student engagement, and ongoing technology research.

5- D Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

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


Academics:

Creighton has established a working group to implement an office of Institutional Effectiveness. This functional unit allows the University to centralize the various data and information resources across the institution to provide a culture of evidence for decision-making. Further, Creighton recognizes that a formal Institutional Effectiveness unit will facilitate the process of continual and consistent evaluation and improvement of its overall performance. The University has reached out to other institutions to discuss and evaluate their IE structures and is formulating a model to best address Creighton’s needs.
The Office of Academic Excellence and Assessment and Institutional Research provide publicly available information through the Institutional Fact Book. The Fact Book includes information such as enrollment and retention statistics by program, number of degrees conferred, applications, and student demographic information. The Office of Enrollment Management, as well as the Registrar’s Office, publish an Enrollment Report each semester.

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

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

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

**Operations:**

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

Creighton embraces a performance-based culture, reflective of our Jesuit values, which calls for the ongoing formation of all individuals. Employees are encouraged to align their work in concert with the University’s strategic direction. Every employee deserves the time for self-reflection and honest, constructive feedback related to their job performance. Open dialogue between supervisors and employees and detailed performance documentation are essential to the process. The President receives an executive report after the performance cycle. A leadership summit is also held quarterly to build leadership competency skills, provide a forum for leaders
to gather for professional and social interaction and to develop mission focused leaders. Topics have included Diversity and inclusion, Leading with Hope, Trends in Higher Education, Change Management, and Strategic Planning – Design to Implementation.

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

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

The University Sustainability Council seeks to “Initiate the development of a comprehensive plan to achieve climate neutrality as soon as possible.” The Council has developed a comprehensive plan on sustainability and regularly reports progress to the American University & College Presidents’ Climate Commitment. The University also monitors ADA compliance of its campus. ADA Standards for Construction are communicated to contractors that perform work on any facility owned or operated by the University. A budget for improvements and correction of deficiencies was developed by the University ADA Committee in 2014, which has addressed such issues as interior signage and curb cuts. Software has also been implemented with Facilities Management work order system that provides rankings for the critical need and the year of anticipated need. This tool allows the University budget office to project ADA funding needs out into future fiscal years. In 2016 a Presidential Advisory Committee on
Sustainability was established to develop a “path to conversion” for Creighton University as it embraces and embodies principles and practices of environmental sustainability. Membership on this committee includes faculty, staff, and students.

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

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

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

### Academics:

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

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

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

The Career Center staff holds discussions internally and externally with stakeholders, including Deans, faculty, and employers, to create new workshops, programs and events. New initiatives developed as a result of this feedback include a Career Portfolio Program, undergraduate research fair, and a STEM career fair.
Results from the Gallup-Purdue Index are providing Creighton with important insights into the significance of our mission and valued based education, graduate outcomes and workplace engagement. The results will be used to promote the University’s educational programs, assist in planning further faculty development sessions, and to share best practices across the University.

**Operations:**

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

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