



Brandeis University

## *Accreditation Kick-Off Meeting*

- Overview of Accreditation –*
- Organization and Process –*
  - The Self-Study –*
  - Next Steps –*

*March 15, 2005*

*Overview of Accreditation*  
*Why Accreditation?*



*Accreditation...*

- *Allows the institution to assess itself against the standards of the higher education community and its own mission*
- *Looks at not just academic quality, but also student services, financial condition, and administrative infrastructure*
- *Provides a platform for self-improvement*
- *Assures the public of quality*

*Overview of Accreditation*

*Brandeis' Last Accreditation: 1996*

*Chair: James Freedman*



*Areas to focus on for the next decade...*

- *A salary plan for faculty and staff*
- *Deferred maintenance, especially student housing*
- *An information technology infrastructure and equipping classrooms*
- *A financial aid policy based on institutional resources*
- *Enhancing the financial resources of the university*

## *Overview of Accreditation*

### *Accreditation Occurs in Three Phases*



- *Self-Study: an internal review based on NEASC standards (February 2005 – Summer 2006)*
  - *It is rigorous*
  - *It is comprehensive*
  - *It involves the entire Brandeis community*
  - *It is the core of the accreditation effort*
  - *We will focus more on this later*
- *On-Site Evaluation: a visit by peer evaluators (November 12 –15, 2006)*
  - *The team assesses the institution in light of the self-study*
  - *The team writes a report to NEASC’s Commission on Institutions of Higher Education (CIHE)*
- *Review: CIHE takes action on the re-accreditation request (Spring 2007)*
  - *The 18-person Commission specifies areas where an institution should improve its effectiveness*

## *Overview of Accreditation*

### *What Does NEASC Look At?*



- 1. *Mission and Purposes***
- 2. *Planning and Evaluation***
- 3. *Organization and Governance***
- 4. *The Academic Program***
  - *Undergraduate Degree Programs*
  - *General Education*
  - *The Major or Concentration*
  - *Graduate Degree Programs*
  - *Integrity in the Award of Academic Credit*
  - *Assessment of Student Learning*

- 5. *Faculty***
  - *Teaching and Advising*
  - *Scholarship and Research*
- 6. *Students***
  - *Admissions*
  - *Retention and Graduation*
  - *Student Services*
- 7. *Library and Other Information Resources***
- 8. *Physical and Technological Resources***
- 9. *Financial Resources***
- 10. *Public Disclosure***
- 11. *Integrity***

*Each of these has multiple standards and criteria.*

*Overview of Accreditation*  
*The NEASC Standards*



- *NEASC emphasizes 5 themes across the standards:*
  - *Information and technology*
  - *Assessment*
  - *Public disclosure*
  - *Quality of the academic program*
  - *Responsibility and integrity*
- *NEASC is especially focused on:*
  - *Effectiveness: how well do you do it?*
  - *Assessment: how, and how often, do you evaluate yourselves?*
  - *Measurement: how do you tell if there's been progress?*
  - *Improvement: what will you do about it?*

*Brandeis is the first research university to go through re-accreditation  
under the new NEASC Standards.*

*Overview of Accreditation*

*NEASC Themes and Standards – What’s New*



<i>Standard</i>	<i>Information and Technology</i>	<i>Assessment</i>	<i>Public Disclosure</i>	<i>Quality Academic Program</i>	<i>Responsibility and Integrity</i>
<i>1</i>		✓			✓
<i>2</i>		✓		✓	
<i>3</i>			✓		✓
<i>4</i>	✓	✓		✓	✓
<i>5</i>		✓		✓	✓
<i>6</i>		✓			
<i>7</i>	✓				
<i>8</i>	✓			✓	
<i>9</i>					✓
<i>10</i>		✓			
<i>11</i>					✓

## *Process and Organization*

# *Principles for the Accreditation Process*



- *We will draw on existing faculty committees, where possible, to organize the workload.*
- *We will maximize faculty input by asking them to serve as reviewers and Co-Chairs.*
- *Draft documents will be prepared by administrative staff.*
- *We are committed to maintaining frequent and thorough communications about the process with the Brandeis community.*
- *We will be candid.*
- *We will use this process as an opportunity to build a better Brandeis.*
- *We will set a high standard for all subsequent re-accreditations under the new Standards.*

*University leadership is committed to making this a valuable learning experience for the institution.*

## *Process and Organization*

# *Organization, Roles and Responsibilities*



- ***Accreditation Co-Chairs: Marty Krauss and Peter French***
  - *Provide overall direction for the accreditation effort*
  - *Ensure that Brandeis is meeting its deadlines and commitments*
  - *Serve as the primary interface with NEASC*
  - *Approve communications related to the accreditation effort*
- ***Steering Committee: University Advisory Council***
  - *Provide strategic oversight for the accreditation process*
  - *Address accreditation issues that have University-wide policy implications*
  - *Provide final sign-off on self-study*
- ***Project Managers: Michael Whelan and Jim Hurley***
  - *Maintain day-to-day oversight and coordination of the self-study*
  - *Monitor progress and quality of the Committees' work products*
  - *Ensure coordination across Committees*
  - *Resolve issues raised by the Committees and Chairs*
  - *Bring issues to the attention of the Accreditation Co-Chairs and the Steering Committee*
  - *Develop and maintain a communications plan*

## *Process and Organization*

# *Organization, Roles and Responsibilities - 2*



- *Committee Chairs:*
  - *Assume primary responsibility for analyzing, developing, and reviewing the section related to their Standard*
  - *Ensure quality of their deliverables*
  - *Direct the activities of the Support Staff*
  - *Inform Project Managers of any issue affecting the overall process or the timely delivery of their report*
- *Faculty Co-Chairs:*
  - *Work with the chair to ensure timely completion of tasks*
  - *Provide feedback and guidance to Committees and Chairs*
- *Support Staff:*
  - *Gather and analyze supporting data for each Committee*
  - *Prepare drafts of the section*
  - *Advise the Committee Chairs on any issue affecting the Committee's performance and ability to meet deadlines*
  - *Perform other tasks as requested by Chair*

*Process and Organization*

*Organization, Roles and Responsibilities - 3*



- *Draft Editor and Writer: John Hose*
  - *Convert the drafts into a finished document*
  - *Provide editorial oversight*
- *Consultant: Harvey Blustain*
  - *Provide objective counsel to the Co-Chairs and Project Managers on the overall process and content*
  - *Assist Committees on an as-needed basis*

*The Committee Chairs should be the first point of contact for issues related to each Standard.*

*The Project Managers should be the first point of contact for issues related to the overall accreditation process.*

## *The Self-Study*

# *The Self-Study Is Central to Re-Accreditation*



- *The self-study is the heart, soul, and guts of the accreditation process*
  - *It is NEASC's primary source of information about the institution*
- *The quality and integrity of the self-study will determine:*
  - *The outcome of the process*
  - *Our success at using the process for self-improvement*
- *A successful self-study is:*
  - *Candid*
  - *Concise*
  - *Evidence-based*
  - *Analytical*
  - *Participatory*
  - *A platform for improvement*

*The core of the self-study will be based on the work of the Committees.*

## *The Self-Study*

# *The Self-Study Table of Contents*



1. *Institutional Characteristics*
2. *Preface: How the self-study was conducted*
3. *Overview: Major findings*
4. *The 11 Standards: 100 single-spaced pages maximum*
  - *For each standard:*
    - *Description (20%): What we do to meet the Standards,*
    - *Appraisal (60%): Compelling evidence to support strengths and weaknesses, regarding what we've learned*
    - *Projection (20%): Commitments to enhancing strengths, addressing concerns, meeting challenges*
  - *With the exception of The Academic Program, each Standard is 5 – 9 pages*
5. *NEASC Data Sheets*
6. *Appendices*

## *The Self-Study*

# *The Importance of Evidence*



- *NEASC requires that all assertions be backed by evidence*
  - *If you can't support it, don't say it*
- *Good evidence is:*
  - *Relevant*
  - *Verifiable, reliable, and documented*
  - *Representative of the population and time period*
  - *Based on multiple data sources or points*
  - *Actionable*
- *Evidence can include:*
  - *Institutional data: admissions, retention, advising, registration*
  - *Publications: catalogs, web sites, fact books*
  - *Institutional work products: policy statements, program reviews, strategic plans, committee minutes, task force reports*
  - *Assessment results: normed exams, portfolios, work samples, self-assessments, external reviews*
  - *Surveys: of faculty, students, staff, alumni, employers, community*

## *The Self-Study*

### *As You Develop Your Sections....*



- *Understand what NEASC is asking for*
- *Be objective and candid*
- *Gather the evidence*
- *Figure out what additional information you will want*
- *Keep asking yourselves:*
  - *How do we know this?*
  - *How convincing would this be to others?*
  - *How can we make this more compelling?*
  - *What evidence do we need?*
- *Don't say only what Brandeis does, but also what the institution has learned*

*Adopt the mindset of the Visiting Team: supportive and fair, yet analytical, critical, and skeptical.*

## *Next Steps*

# *Timeline and Key Milestones*



- *March – May: Chairs convene Committees and begin working on development of their sections*
- *May: Working session of Chairs and Staff to discuss progress*
- *Summer '05: Support Staff begin working on drafts*
- *Fall '05: Committees continue to meet, collect information, draft sections*
- *December 1: Second working session of Chairs and Staff to discuss progress*
- *January 30, '06: Deadline for first draft*
- *February 29: Feedback to Committees on draft*
- *March 30: Revisions due from Committees; begin integration of report*
- *May and June: Release of draft self-study and community review*
- *Summer: Draft submitted to NEASC*
- *November: Accreditation Team visit to campus*
- *Winter '07: Receipt of NEASC Accreditation Team evaluation*
- *Spring '07: Re-accreditation by NEASC*

## *Next Steps*

# *What Should the Committees Do Next?*



- *Over the next week*
  - *Secure Committee membership*
  - *Establish a schedule for meetings*
  - *Communicate with and share this with your Committee and colleagues*
  - *Review and understand the Standards*
- *For the May meeting*
  - *Identify for each substandard (e.g., 4.3, 5.11, 10.4):*
    - *What NEASC is asking for, and why*
    - *How well you think Brandeis adheres to the Standard*
    - *The kinds of evidence you will need to marshal*
  - *Prepare a work plan that identifies:*
    - *The major data collection, analytic, and writing steps*
    - *Who will do it*
    - *When it will be done*
  - *Come prepared to discuss your progress to date*
    - *A detailed agenda will be sent out in advance to help you prepare*



## *Accreditation: Wrap Up*

- *The University has made substantial progress since the last accreditation on academic quality, student services, financial condition, and administrative strength*
- *Integrated planning sets forth a direction for the future*
  - *Core Mission Strength*
  - *Faculty, Student, and Staff Excellence*
  - *Peer Competitiveness*
  - *Facilities in Good Condition*
  - *Financial Strength and Stability*
- *Accreditation requires full commitment of all units*
- *Accreditation is more than just a hoop to jump through. It provides an opportunity to assess and reflect, and to improve what we do and how we do it.*

*For More Information...*



- *Check out [www.brandeis.edu/NEASC](http://www.brandeis.edu/NEASC) for updated information related to the process*
- *Call Michael Whelan at x62177 or Jim Hurley at x68302*
- *See the NEASC website at [www.neasc.org](http://www.neasc.org) and especially the site map at [www.neasc.org/cihe/cihe\\_sitemap.htm](http://www.neasc.org/cihe/cihe_sitemap.htm)*



# *Students and Enrollment*

# Progress from 1999



## Entering Class

- **Average SAT: 1300 to 1351**
- **Top 10% in Graduating Class : 65% to 71%**
- **Acceptance Rate: 57% to 40.3%**

## Continuing Students

- **Freshman to Sophomore Retention:  
90% to 95%**
- **Graduation Rate  
79% to 86%**
- **Happier Graduates  
19% to 42%**

**Participation Rate – Senior Class  
Gift**



# *Resources*

## *Resource Progress*



- *Brandeis 2005 is not Brandeis 1995*
  - *Balanced operating and capital budgets*
  - *Growth of reserves from \$10 million to over \$60 million*
  - *Improvement of financial ratios relative to other Moody's "A" rated institutions*
  - *Growth of endowment to over \$500 million*
  - *Completion of 90% of \$470 million capital campaign*
  - *Addition of 160,000 square feet to physical plant*
    - *Shapiro Campus Center*
    - *Lemberg Academic Building at IBS*
    - *Village residence hall*
  - *Increase in deferred maintenance expenditures from \$1 million to \$11 million*
  - *Progress on addressing faculty and staff compensation market and equity goals*
  - *New systems, policies and procedures*
  - *Information technology infrastructure improvements including progress on equipping classrooms*

## *Progress Contributors*



- *Leadership and community involvement*
- *B2000 — led by President Reinharz and former Provost Irv Epstein*
- *Strength of the national economy*

## *Resource Outlook*



- *The University has by any measure made substantial progress since the last accreditation on financial and physical condition, and administrative strength*
- *Evolution from a day-to-day resource management, to addressing the structural deficit, to beginning to chart a multi-year direction through integrated planning*
- *Integrated planning sets forth a resource framework and direction for the future*
- *Choices must be made on which academic, student and enrollment, and other University priorities are funded*
- *Re-accreditation provides an opportunity to assess and reflect on progress, and to improve what we do and how we do it*
- *Integrated planning is a critical element*
- *University is looking and operating more like peers*



# *Academic*

# Recent Academic Innovations



- *Introduction of new interdisciplinary programs for undergraduates*
- *Involvement of IBS and Heller School faculties in undergraduate education*
- *Renaissance of School of Creative Arts*
- *Focus on research centers and institutes*
- *Rebuilding of support infrastructure for research enterprise*
- *Collaboration between libraries and ITS*

# Overarching Academic Commitments



- *Broad and deep liberal arts education*
- *Selective graduate programs*
- *Cutting-edge research, scholarship, and creative activities*
- *Global perspectives*
- *Niche interdisciplinary programs*
- *Diversity in our faculty, students, and curriculum*
- *Distinctive and growing professional schools*
- *Modern physical facilities*

# Challenges to the Academy



- *Intense competition for the best faculty and students*
- *Balance between a liberal arts education and pre-professional and interdisciplinary programs*
- *Diversity in our curriculum and faculty*
- *The high (and getting higher) cost of excellence in the sciences*
- *Many needs for renovated/modern academic buildings*
- *Incentives and support for research enterprise*

# ***Where We Want to be***



- *Curricular offerings, faculty, and students that reflect our global world*
- *Competitive faculty and staff salaries*
- *Competitive stipends for Ph.D. students*
- *New and renovated academic and student buildings*
- *Expanded research portfolio*
- *Deeper and wider opportunities for experiential learning for undergraduates*
- *Ability to attract intellectually curious and engaged students*