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January 6, 2015

Dr. Peter Salovey
President
Yale University
PO Box 208365
New Haven, CT 06520-8365

Dear President Salovey:

I am pleased to inform you that at its meeting on September 19, 2014, the Commission on Institutions of Higher Education considered the interim report submitted by Yale University and voted to take the following action:

that the interim (fifth-year) report submitted by Yale University be accepted;

that the comprehensive evaluation scheduled for Fall 2019 be confirmed;

that, in addition to the information included in all self-studies, the self-study prepared in advance of the Fall 2019 comprehensive evaluation give emphasis to the institution's success in:

- 1. reviewing its mission statement and implementing its strategic planning process;
2. implementing assessment of student learning initiatives for all programs;
3. achieving its goals for faculty diversity and implementing the Faculty of Arts and Sciences Senate;
4. evaluating the impact and effectiveness of the two new residential colleges and enhanced services for graduate students.

The Commission gives the following reasons for its action.

The interim (fifth-year) report submitted by Yale University was accepted because it responded to the issues identified by the Commission in its letter of April 9, 2010, addressed each of the eleven standards, and included a reflective essay on student learning and success.

The Commission commends Yale University for a comprehensive, well-written, and candid report. We understand that Yale has recently experienced changes in leadership and governance, with the appointment of a new President and Provost, and changes to the University's decanal structure. We are pleased to note that the University's assets total \$22.5 billion in 2013 and acknowledge that the institution has developed a plan to address an anticipated operating shortfall in the next few years by reducing administrative expenses, investing in efficiencies and shared services practices, and reducing costs in building renovations. We are gratified to learn that the West Campus has become a "hub for innovation and exploration." The state of the art facilities at the West Campus, as well as the six new interdisciplinary research institutes and four scientific core facilities, are fostering collaboration between the Faculty of Arts and Sciences (FAS) and the School of Medicine and "strengthening science and engineering interactions" across the institution.

We appreciate Yale's thoughtful, analytical, and well-written reflective essay on student success. We commend the University for its outstanding retention and graduation rates (six-year completion average 96-98%) and time-to-degree for doctoral students, an average of 6.3 years. We are pleased to learn of the "considerable progress" that has been made in implementing the eight recommendations of the Committee on Yale College Education as well as the systematic and comprehensive review of academic programs under the direction of the Committee on Majors. The University's efforts to assess the learning outcomes associated with international experiences and the impact of the Freshman Scholars Program on students with "limited or no prior exposure to higher education" are impressive. We take favorable note of the extensive work done by the Graduate School of Arts and Sciences and each of Yale's twelve professional schools to assess student learning and track the success of graduates.

The scheduling of a comprehensive evaluation in Fall 2019 is consistent with Commission policy requiring each accredited institution to undergo a comprehensive evaluation at least once every ten years. The four items the Commission asks to be given special emphasis in the self-study prepared for the comprehensive evaluation are related to our standards on *Mission and Purposes, Planning and Evaluation, The Academic Program, Faculty, Organization and Governance, and Students*.

The report submitted by Yale University notes that there is an "emerging view" at the institution that the current mission of the University does not "adequately capture the emerging aspirations of Yale." We understand that the University will revisit its mission statement in the next few years. In addition, we note that Yale is engaged in a number of planning initiatives. We look forward to learning, through the Fall 2019 comprehensive evaluation, of the University's success in reviewing its mission and implementing its planning processes. We are guided by our standards on *Mission and Purposes* and *Planning and Evaluation*:

The institution periodically re-evaluates the content and pertinence of its mission and purposes, assessing their usefulness in providing overall direction in planning and resource allocation. The results of this evaluation are used to enhance institutional effectiveness (1.5).

The institution plans beyond a short-term horizon, including strategic planning that involves realistic analyses of internal and external opportunities and constraints. It plans for and responds to financial and other contingencies, establishes feasible priorities, and develops a realistic course of action to achieve identified objectives. Institutional decision-making, particularly the allocation of resources, is consistent with planning priorities (2.3).

The institution has a demonstrable record of success in implementing the results of its planning (2.4).

As noted above, Yale has implemented a number of initiatives to assess student learning at the undergraduate and graduate levels. The interim report acknowledges the progress to date and also identifies several areas that need “further attention” or “additional study.” The self-study prepared in advance of the Fall 2019 comprehensive evaluation will afford the institution an opportunity to document its continued success in implementing “systematic and broad-based assessment of what and how students are learning through their academic program and experiences outside the classroom” (4.48) and in ensuring that assessment results are “a demonstrable factor in improving the learning opportunities and results for students” (4.49).

We are pleased to learn of Yale’s continued commitment and ambition to increase diversity at the University and take favorable note of the many initiatives undertaken to recruit and retain women and underrepresented minorities (URM) to the faculty and to administrative positions. We note that from 2008 to 2013 there has been a slight increase in the percentage of women and URM among the faculty, from 32.2% to 34.4% and 19.3% to 19.8%, respectively. We also understand that, based on the recommendations of an ad-hoc task force, the University will establish an elected senate in the Faculty of Arts and Sciences. We look forward to learning through the Fall 2019 self-study of the institution’s success in continuing to achieve its goals for the diversity of faculty and in implementing the FAS senate. We are guided by our standards on *Faculty and Organization and Governance*:

The institution ensures equal employment opportunity consistent with legal requirements and any other dimensions of its own choosing; compatible with its mission and purposes, it addresses its own goals for the achievement of diversity among its faculty (5.4).

Faculty exercise an important role in assuring the academic integrity of the institution’s educational programs. Faculty have a substantive voice in matters of educational programs, faculty personnel, and other aspects of institutional policy that relate to their areas of responsibility and expertise (3.12).

We understand that Yale University has secured “full funding” to support the development of two new residential colleges and anticipates that, with the successful completion of this project in 2017, undergraduate enrollment will increase by about 800 students. We also note with favor the steps taken to date to enhance the graduate student experience, and we appreciate the University’s candid acknowledgment of the challenge of connecting the West campus graduate professional students and postdocs to central campus facilities, activities and services. The self-study prepared in advance of the Fall 2019 comprehensive evaluation will afford the institution an opportunity to document its evaluation of the impact and effectiveness of the two new residential colleges and enhanced services for graduate students, as evidence that the University “offers an array of student services appropriate to its mission and the needs and goals of its students” (6.11). Our standard on *Students* provides this additional guidance:

Through a program of regular and systematic evaluation, the institution assesses its effectiveness in admitting and retaining students and the appropriateness and effectiveness of its student services to advance institutional purposes. Information obtained through this evaluation is used to revise these goals and services and improve their achievement (6.21).

The Commission expressed appreciation for the report submitted by Yale University and hopes that its preparation has contributed to institutional improvement. It appreciates your cooperation in the effort to provide public assurance of the quality of higher education in New England.

You are encouraged to share this letter with all of the institution’s constituencies. It is Commission policy to inform the chairperson of the institution’s governing board of action on its accreditation status. In a few days we will be sending a copy of this letter to Chief Margaret H.

Dr. Peter Salovey
January 6, 2015
Page 4

Marshall. The institution is free to release information about the report and the Commission's action to others, in accordance with the enclosed policy on Public Disclosure of Information about Affiliated Institutions.

If you have any questions about the Commission's action, please contact Barbara Brittingham, President of the Commission.

Sincerely,

A handwritten signature in cursive script that reads "Patricia Maguire Meservey".

Patricia Maguire Meservey

PMM/jm

Enclosure

cc: Chief Margaret H. Marshall



**NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION**

3 Burlington Woods, Suite 100, Burlington, MA 01803-4514
Voice: (781) 425 7785 Fax: (781) 425 1001 Web: <http://cihe.neasc.org>

**Public Disclosure of Information
About Affiliated Institutions**

The following policy governs the release of information regarding the status of affiliated colleges and universities by institutions and by the Commission.

**1. Release of Information by Institutions Regarding Their Accreditation
Following Commission Action**

At the conclusion of the evaluation process institutions are encouraged to make publicly available information about their accreditation status including the findings of team reports and any obligations or requirements established by Commission action, as well as any plans to address stated concerns. Because of the potential to be misleading, institutions are asked not to publish or otherwise disseminate excerpts from these materials.

While the Commission does not release copies of self-studies, progress reports, evaluation reports, or other documents related to the accreditation of individual institutions, it believes it to be good practice for institutions to make these materials available, in their entirety, after notification of Commission action.

While the Commission does not initiate public release of information on actions of show cause or deferral, if such information is released by the institution in question, the Commission will respond to related inquiries.

If an institution releases or otherwise disseminates information which misrepresents or distorts its accreditation status, the institution will be notified and asked to take corrective action publicly correcting any misleading information it may have disseminated, including but not limited to the accreditation status of the institution, the contents of evaluation reports, and the Commission actions with respect to the institution. Should it fail to do so, the New England Association, acting through its Chief Executive Officer, will release a public statement in such form and content as it deems desirable providing correct information.

2. **Published Statement on Accredited Status**

The Commission asks that one of the following statements be used for disclosing on its website and in catalogues, brochures, advertisements, etc., that the institution is accredited.

An institution may wish to include within its website, catalogue or other material a statement which will give the consuming public a better idea of the meaning of regional accreditation. When that is the case, the Commission requests that the following statement be used in its entirety:

_____ College (University) is accredited by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: cihe@neasc.org

The shorter statement that an institution may choose for announcing its accredited status follows:

_____ College (University) is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: cihe@neasc.org

Accreditation by the New England Association has reference to the institution as a whole. Therefore, statements like “fully accredited” or “this program is accredited by the New England Association” or “this degree is accredited by the New England Association” are incorrect and should not be used.

3. **Published Statement on Candidate Status**

An institution granted Candidate for Accreditation status must use the following statement whenever it makes reference to its affiliation with the New England Association:

_____ College (University) has been granted Candidate for Accreditation status by the New England Association of Schools and Colleges, Inc. through its Commission on Institutions of Higher Education. Candidacy for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation.

Candidacy is not accreditation nor does it assure eventual accreditation.

Inquiries regarding the status of an institution affiliated with the New England Association should be directed to the administrative staff of the college or university. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514
(781) 425 7785
E-Mail: cihe@neasc.org

4. **Public Disclosure of Information About Affiliated Institutions by the Commission**

Upon inquiry, the Commission will release the following information about affiliated institutions:

- The date of initial accreditation and/or when candidacy was granted;
- The date and nature (comprehensive or focused) of the most recent on-site evaluation and subsequent Commission action on the institution's accredited status;
- The date and nature (comprehensive or focused) of the next scheduled on-site evaluation;
- Submission date and action taken on the most recent written report required by the Commission;
- The extent of, or limitations on, the status of affiliation;
- In cases of adverse action (denial or withdrawal of candidacy or accreditation, placing an institution on probation), the Commission's reasons for recommending that status and, in the case of probation, its plans to monitor the institution. The Commission, in consultation with the institution, will prepare a written statement incorporating the above information. The Commission reserves the right to make the final determination of the nature and content of the statement. The institution will also be offered the opportunity to make its official comment; if the institution does make an official comment, the comment will be made available by the Commission.
- For institutions whose candidacy or accreditation has been withdrawn, the date of, and reasons for, withdrawal.

The Commission does not provide information about deferments of action on candidate or accreditation status, or show-cause orders. However, if such information is released by the institution in question, the Commission will respond to related inquiries.

Adverse actions (placement of an institution on probation, denial of candidate status or accreditation, revocation of candidacy, and withdrawal of accreditation) are communicated after the available appeals process is completed. The Commission, at its discretion, may make the adverse action public before an appeal is completed. In so doing, the Commission will provide information about the appeal process.

The Commission recognizes that, to be fully understood, information about the accredited status of institutions must be placed within the context of the policies

and procedures of the Commission and the New England Association of Schools and Colleges. In responding to inquiries, the Commission will endeavor to do so.

5. **Public Disclosure of Institutional Actions**

Within 30 days after the action on accreditation status is taken, the Commission will notify the Secretary of Education, New England state higher education officers, appropriate accrediting agencies, and the public. Such actions include:

A final decision to:

Grant candidacy or accreditation

Continue an institution in accreditation

Deny or withdraw the accreditation of an institution

Place an institution on probation

Approve substantive change (e.g., moving to a higher degree level)

A decision by an accredited or candidate institution to voluntarily withdraw from affiliation with the Commission.

November 1998

September 2001

April 2010

September 2011

Editorial Changes, March 2014