

# The Jewish Theological Seminary Of America

## Self-Study Design

Middle States Commission  
on Higher Education

Draft Submitted to:  
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*Faculty and students in the JTS Division of Religious Leadership*

# Institutional Overview

The Jewish Theological Seminary of America (JTS, also stylized as JTSA) is a preeminent institution of Jewish higher education that integrates rigorous academic scholarship and teaching with a commitment to strengthening Jewish tradition, Jewish lives, and Jewish communities. As an academic seminary, JTS offers a liberal arts education to our vibrant cohorts of undergraduate students, trains advanced scholars and scholar-practitioners through our several academic graduate programs, and fosters the next generation of Jewish spiritual leaders through our rabbinical and cantorial schools. Concurrently, JTS offers several certificate programs that provide further specialization and professional development for our students as well as to Jewish scholars, educators, chaplains, and working professionals. JTS also provides high-caliber lifelong learning opportunities and professional development to our alumni, adult learners, and Jewish communities throughout North America and beyond.

## Context

JTS is located in Upper Manhattan in New York City, bordered by the historic Harlem neighborhood to the north and east and by Columbia University's main campus to the south and west. The JTS campus is highly centralized, with classrooms, dormitories, administrative offices, gathering spaces, cafeteria, courtyards, auditoriums, library, and synagogues and religious spaces all occupying contiguous buildings with a main entrance at 3080 Broadway.

There are five other institutions of higher education within a ten-block radius of JTS: Columbia University, Barnard College, Teacher's College, Union Theological Seminary, and the Manhattan School of Music. As such, JTS is part of a vibrant academic neighborhood and enjoys close relationships with these sister institutions.

JTS is also located near other preeminent faith-based institutions, namely Union Theological Seminary, The Riverside Church, and The Cathedral Church of St. John the Divine. This proximity means that JTS' physical location, much like its institutional mission, blends faith-based initiatives with secular learning and community. Faculty and leadership at JTS regularly participate in inter-faith programs across these institutions and host inter-faith events on the JTS campus, bringing both Jewish and non-Jewish members of our wider community together in pursuit of education, connection, and understanding.

## History

The Jewish Theological Seminary (JTS) was founded in 1886 through the efforts of two distinguished rabbis, Dr. Sabato Morais and Dr. H. Pereira Mendes, along with a group of prominent lay leaders from Sephardic congregations in Philadelphia and New York. Its mission was to preserve the knowledge and practice of historical Judaism. In 1887, JTS



held its first class of ten students in the vestry of the Spanish-Portuguese Synagogue, New York City's oldest congregation. The first graduate of the seminary was ordained in 1894.

JTS has been a proponent of the harmonization of Judaic and secular knowledge from the outset; JTS formalized a relationship with Columbia University in 1890 by which all its rabbinical students would also be concurrently enrolled in the university. JTS later obtained its own charter from the state of New York to operate as a school of higher education on February 20<sup>th</sup>, 1902. The original charter for JTS reads:

*“[this charter is granted to JTS] for the perpetuation of the tenants of the Jewish religion, the cultivation of Hebrew literature, the pursuit of Biblical and archaeological research, the advancement of Jewish scholarship, the establishment of a library, and the education and training of Jewish rabbis and teachers. It is empowered to grant and confer the degrees of Rabbi, Hazzan, Master and Doctor of Hebrew Literature, and Doctor of Divinity, and also to award certificates of proficiency to persons qualified to teach in Hebrew schools.”*

Many of the key functions included in the original charter have persisted as institutional priorities to this day. Over the course of the 20<sup>th</sup> century, JTS distinguished itself as a premier institution of advanced education in Judaism and Jewish Studies, with an ongoing emphasis on excellence in both religious and secular education. In 1909, JTS President Solomon Schechter established the undergraduate division of JTS as the Teachers Institute, with the goal of training American Jewish educators. Remarkably for the time, the Institute was a coeducational school, one of the few institutions in the country where both men and women could gain an advanced education in Jewish studies. Soon afterward, the undergraduate program expanded, leading to the establishment of a parallel division of the school in 1931, the Seminary College of Jewish Studies. Most students earned a BA at one of the area colleges—Brooklyn, Queens, or City College—and attended the Teachers Institute or Seminary College of Jewish Studies to earn a second undergraduate degree.

In 1953, students were afforded the opportunity to earn two simultaneous bachelor's degrees through a single joint program: one in liberal arts from Columbia University and one in Jewish Studies from JTS. Dr. Grayson Kirk, president of Columbia, hailed the program as a symbol of “the growing awareness by both institutions of the need for a broad liberal arts background” for the individuals who will “guide our country's spiritual life.” The Double Degree Program with Barnard College was later launched in 1979 under the leadership of JTS Chancellor Gerson D. Cohen and Barnard College President Jacquelyn Anderson Mattfeld, expanding JTS students' options for pursuing their concurrent degrees.

The Middle States Commission on Higher Education first approved accreditation for The Jewish Theological Seminary in 1954 and has re-affirmed accreditation at each subsequent evaluation.

JTS has expanded its mission and reach over the years, creating a beautiful campus and evolving into the prestigious center of Jewish learning it is today. A Jewish university with a world-class faculty and a diverse student body, JTS grants undergraduate, graduate, and professional degrees through its five schools and offers enriching programs for the Jewish community in the United States, Israel, and around the world.



*Main Entrance to the Jewish Theological Seminary at 3080 Broadway*

## Mission

The current JTS Vision and Mission Statement were adopted in May 2010 and have been reviewed periodically since that time. The most recent review occurred during the 2021-2022 development of a new strategic plan. While the Vision was found to have enduring relevance, the strategic planning process also led to the identification of new institutional priorities that are not fully captured in the current Mission Statement. JTS expects to draft and formally adopt a new Mission Statement in AY 2023-2024. Until that time, the current JTS Vision and Mission Statement remain in effect and are as follows:

### JTS Vision

To be a center of engaged, integrated Jewish scholarship, religious life, and community; one that meets the yearning of today's Jews for intellectual and spiritual nourishment, prepares learned and innovative leaders, models nuanced discourse, and inspires action to heal a troubled world.

### JTS Mission Statement

JTS articulates a vision of Judaism that is learned and passionate, pluralist and authentic, traditional and egalitarian; one that is thoroughly grounded in Jewish texts, history, and practices, and fully engaged with the societies and cultures of the present. Our vision joins faith with inquiry; the covenant of our ancestors with the creative insights of today; intense involvement in the society and State of Israel with devotion to the flowering of Judaism throughout the world; service to the Jewish community, as well as to all of the communities of which Jews are a part: our society, our country, and our world.

JTS serves North American Jewry by educating intellectual and spiritual leaders for Conservative Judaism and the vital religious center, training rabbis, cantors, scholars, educators, communal professionals, and lay activists who are inspired by our vision of Torah and dedicated to assisting in its realization.

## Core Functions

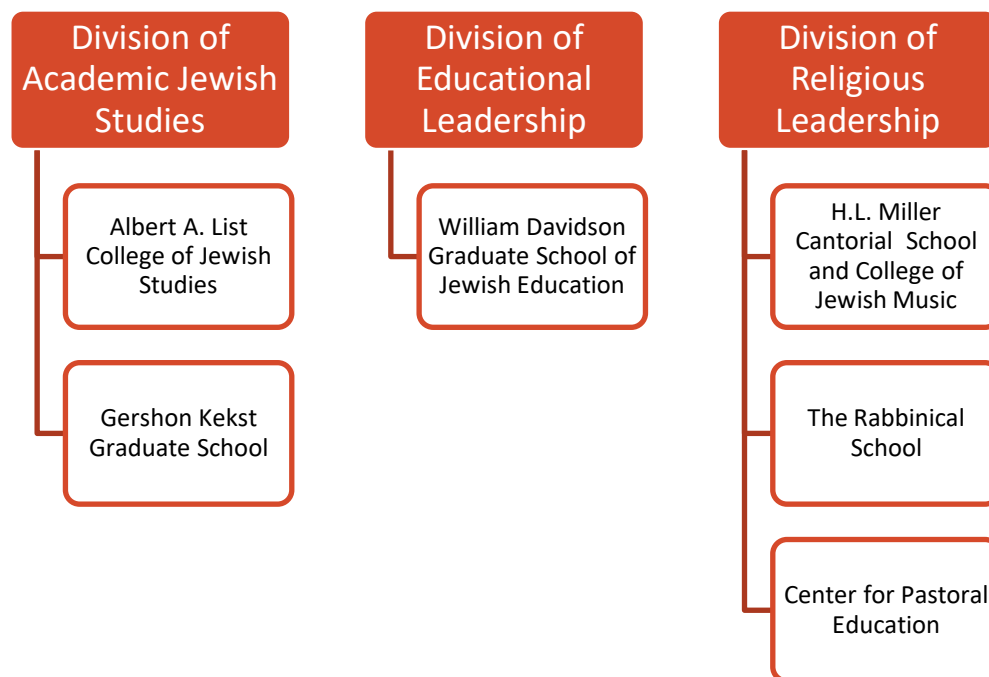
JTS's core functions all support our mission to be a center of advanced Jewish education and professional and theological training.

### Divisions and Schools

At the broadest level of academic organization, JTS is organized into divisions that house related schools.



Figure 1: Organization of Divisions and Schools



JTS schools and facilities include:

- ◆ Albert A. List College of Jewish Studies (List College)
- ◆ Gershon Kekst Graduate School (Kekst)
- ◆ The Rabbinical School
- ◆ H. L. Miller Cantorial School and College of Jewish Music (The Cantorial School)
- ◆ William Davidson Graduate School of Jewish Education (Davidson)

Additionally, JTS is also home to the Rebecca and Israel Ivry Prozdor High School, a summer school; the Women’s League Seminary Synagogue; several research institutes; lay leadership and professional institutes; community education programs; student residence halls; and the incomparable collections of JTS’s world-renowned Library. In addition, JTS’s affiliation with The Jewish Museum and consortia with prestigious academic neighbors support and enhance the scholarly ambience of its community of learning.

## Faculty

JTS faculty are world-renowned scholars, religious leaders, and teachers. As of AY 2021-2022, JTS employs 33 full-time faculty members at the Full, Associate, and Assistant Professor levels and 46 part-time faculty members consisting of contract instructors, graduate instructors, visiting scholars, and those with cross-appointments in administrative roles.

To teach at JTS, an instructor must have completed a terminal degree in a recognized program of study or professional preparation within their field—generally, a higher-level graduate degree (Ph.D. or Ed.D.) or religious ordination. Current Ph.D. students at JTS and in comparable doctoral programs may also teach a course as a part of their doctoral training. Jewish religious leaders, such as rabbis and cantors employed at synagogues in the New York area, are often valued part-time instructors in our Division of Religious Leadership.

## Degrees and Professional Preparation

JTS grants the following degrees and confers the following honors:

- ◆ Bachelor of Arts (B.A.)
- ◆ Master of Arts (M.A.)
- ◆ Doctor of Education (Ed.D.)
- ◆ Doctorate (Ph.D.)
- ◆ Doctor of Hebrew Literature (DHL)<sup>1</sup>
- ◆ Rabbinical Ordination
- ◆ Cantorial Ordination (formerly Cantorial Investiture)

## Areas of Study

Major Programs of Study (Majors) for the B.A.

- ◆ Ancient Judaism
- ◆ Hebrew Bible and Its Interpretation
- ◆ Jewish History
- ◆ Jewish Literature
- ◆ Jewish Thought
- ◆ Jewish Ethics
- ◆ Jewish Gender and Women's Studies
- ◆ Jewish Texts and Interpretation
- ◆ Medieval and Early Modern Jewish Studies
- ◆ Midrash and Scriptural Interpretation
- ◆ Modern Jewish Studies
- ◆ Talmud and Rabbinics

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<sup>1</sup> The Doctorate of Hebrew Literature (DHL) degree certifies that recipients are qualified to teach in their field at the undergraduate level as well as in a variety of non-university settings. The DHL program is designed for students who wish to pursue advanced academic work and certification in Jewish studies, but who do not wish to pursue traditional research-based academic careers.

#### Areas of Study for the M.A. and DHL

- ◆ Ancient Jewish Studies
- ◆ Hebrew Bible and Its Interpretation
- ◆ Jewish Ethics (MA only, joint program with Columbia)
- ◆ Jewish Gender and Women's Studies (MA only)
- ◆ Jewish History
- ◆ Jewish Literature
- ◆ Jewish Professional Leadership (M.A. only)
- ◆ Jewish Studies and Social Work (MA/M.S.W. only, joint program with Columbia)
- ◆ Jewish Ethics and Public Health
- ◆ Jewish Studies (MA only)
- ◆ Jewish Thought
- ◆ Medieval and Early Modern Jewish Studies
- ◆ Midrash
- ◆ Talmud and Rabbinics

#### Areas of Study for the PhD

- ◆ Hebrew Bible and Its Interpretation
- ◆ Rabbinic Literatures and Cultures
- ◆ Medieval and Early Modern Jewish Studies
- ◆ Modern Jewish Studies

#### Areas of Study for M.A. and Ed.D.

- ◆ Pedagogy and Teaching
- ◆ Educational Leadership

#### Professional Programs

- ◆ Rabbinical Training
- ◆ Cantorial Training
- ◆ Certificate in Pastoral Care and Counseling

Figure 2: Student Enrollment by Degree

Degree	# Enrolled	% of Enrollment
Bachelor of Arts	146	39%
Master of Arts (standalone)	61	16%
Master of Arts (additional)*	15	4%
Doctor of Education	25	7%
Doctor of Philosophy	15	4%
Doctor of Philosophy (additional)*	1	1%
Master of Sacred Music (Cantorial Ordination)	13	3%
Doctor of Hebrew Literature	22	6%
Rabbinic Ordination	63	17%
Non-matriculated students	16	4%
<b>Total Students</b>		
Undergraduate	146	41%**
Graduate and Professional Programs	206	59%**
Non-Matriculated	16	--
* Students pursuing an additional JTS degree within the course of their primary program		
** These totals are calculated without non-matriculated students or those pursuing additional degrees		

## Student Body, Admissions, and Enrollment

JTS has a current 12-month full-time enrollment of 352 students, of which 146 are undergraduates, 198 are graduate students, and 8 are doctoral professional practice students. Across all schools, 89.5% of students who enroll at JTS successfully complete their degree within the standards for their program timeline.

By offering a range of courses and degrees to students at all stages of their learning and careers, JTS can provide comprehensive, in-depth academic instruction and professional training. Thanks to the breadth and excellence of our faculty and resources, students can design highly individualized courses of study that span disciplines, programs, and schools.

List College is open to students 16 years of age or older who have completed high school and demonstrated academic excellence. Undergraduate degrees obtained through JTS' List College are joint-degree programs offered in partnership with Columbia University and Barnard College. All List College students successfully gain admission, through separate application processes, to both JTS and either Columbia or Barnard at their time of entry into the joint program. They then complete concurrent majors at JTS and at



Columbia or Barnard, following a rigorous program that immerses them in Jewish scholarship and community life while also providing a broad liberal arts education.

Applicants to JTS's graduate-level programs must possess a bachelor's degree from an accredited college or university, submit transcripts from all postsecondary studies, and present evidence of the ability to pursue studies on the graduate level. Applicants to doctoral programs are strongly encouraged to have earned a master's degree in a related discipline. Graduate students at JTS are enrolled in liberal arts-based master's and doctoral programs through the Gershon Kekst School (M.A., Ph.D. and DHL degrees), in professional training programs through the William Davidson School (M.A. and Ed.D. degrees), and in theological programs through The Rabbinical School and the H.L. Miller Cantorial School. Hebrew proficiency is necessary for completion of many of our graduate programs, and JTS offers summer and pre-semester Hebrew language programs for students needing to raise their language level. All JTS undergraduate and graduate programs provide students with a strong foundation in Jewish Studies, and students take courses across schools and areas during their enrollment. Graduate students may also enroll in concurrent training at the Center for Pastoral Education, which itself also offers standalone certificates accredited through the Association for Clinical Pastoral Education, Inc., Accreditation Commission.

All degree programs are on site with some individual distance learning course offerings, except for the part-time Executive Doctoral Program in the Davidson School of Education, which operates primarily through distance learning. 20% of students currently enrolled are taking at least one distance education course, while 71.39% of students are taking no distance education courses. This represents an increase in students take some distance education from pre-pandemic enrollments; in 2019, only 12% of students enrolled in at least one distance education course. The growing interest in distance education amongst our current and potential student body is something that JTS is responding to by expanding our distance learning offerings and is an area we are eager to explore during our self-study process.

98% of JTS students come from the United States and Canada while 2% come from Europe and South America. JTS undergraduates and graduate students mainly enroll from 29 states within the US – the largest percentage coming from New York, California, New Jersey, and Pennsylvania, which aligns with regions that have historically had larger Jewish communities. The majority of JTS students who choose to self-report their race-ethnicity identify as white (78%), with another 4% identifying as Hispanic-Latino, 1% as Asian, and 1% as Black. This is consistent with the broader demographics of the general American Jewish population. 44% of JTS students are first generation.

The five-year average overall number of applications to JTS is 204 including our undergraduate and graduate programs, with Fall 2022 applications at 197 overall. The Rabbinical School has a five-year average of applications at 21, with 12 submitted for Fall 2022. The H.L. Miller Cantorial School has a five-year average of applications at 5 with 8

submitted for Fall 2022. The Gershon Kekst Graduate School has a five-year average of applications at 30 with 24 submitted for Fall 2022. The William Davidson School of Jewish Education has a five-year average of applications at 21 with 11 submitted for Fall 2022. List College has a five-year average of applications at 128 with 142 submitted for Fall 2022. List College has seen the most significant growth in application numbers over time, with a 15% one-year increase from Fall 2021 to Fall 2022 and a 29% two-year increase from Fall 2020 to Fall 2022.

JTS's admissions office is highly active in both recruitment and enrollment, with a significant emphasis on ensuring the best fit between the institution and our students. JTS yields over 60% of its accepted students annually across the five schools, with Fall 2022 yield at 64% for The Rabbinical School, 86% for The H.L. Miller Cantorial School, 55% for The Gershon Kekst Graduate School, 82% for The William Davidson School of Jewish Education, and 59% for List College. These strong yield rates amplify the emphasis the enrollment team places on outcomes, fit, and a personalized process for all admitted students. We seek to continue to increase overall enrollment through constant evaluation and enhanced recruitment strategies, as well as the successful launch of the JTS strategic plan.

Over 75% of JTS students receive JTS institutional aid toward the overall cost of attendance (not inclusive of government grants and loans). 81% of graduate students received institutional aid during the 2021-22 academic year, while 78% received aid at the undergraduate level. JTS disbursed over 6.5M dollars in institutional aid to all students with over 40% disbursed to students in our joint-degree List College programs with Columbia University and Barnard College. JTS evaluates our discount rate annually across schools while aiming to recruit undergraduate classes with a larger percentage of full-paying students to help balance our net tuition revenue for the institution, given the substantial aid needs at the graduate level. The senior administration is currently reviewing tuition structure, cost of attendance, and fee distribution for the 2023-24 academic year to ensure alignment with our competitors, increase student satisfaction, and maximize net tuition revenue for the next fiscal year. This process is being spearheaded by the COO, CFO, Chief Enrollment Officer, and Provost. At this time, there is no plan to increase the institutional aid budget, although JTS is considering how we might include more forms of government grants to our aid structure and strategy in the future.

## **Facilities: A 21<sup>st</sup> Century Campus**

“The 21<sup>st</sup> Century Campus” project at JTS was initiated to ensure that the campus continues to serve the growing and evolving needs of students, faculty, and the larger Jewish world. The 21<sup>st</sup>-Century Campus Project enhanced the sustainability and vitality of JTS, through an increase in the endowment, a major capital campaign, and increased operational efficiencies, particularly in areas of utilities and facilities utilization.

The renovated JTS campus is a unique center of Jewish learning, living, and inspiration. It was designed by the acclaimed architects Tod Williams and Billie Tsien, the team chosen to design the Obama Presidential Center in Chicago and who created the widely praised Barnes Foundation art museum in Philadelphia. Major renovations included:

- ◆ Construction of a new residence hall that centralizes and modernizes our student housing, creating a place of intentional community for students of diverse Jewish backgrounds and animating a 24/7 campus.
- ◆ The installation of advanced technologies that enable JTS to provide cutting-edge educational delivery options to both in-person and distance learners, especially through the increased quality and capacity of audiovisual services.
- ◆ Construction of improved conference facilities and an auditorium/performing arts space that strengthens JTS as a hub of academic discussion and public programs on significant Jewish subjects and critical social issues.
- ◆ Construction of a new state-of-the-art library that provides students, faculty, other scholars, and the public at large with collaborative learning and communal gathering spaces, and that expands access to our unparalleled collection of Judaic and Hebraic books, manuscripts, and scrolls.

At the time of JTS's last self-study in 2016, the project was in its earliest stages; now, it is completed with the inauguration of the new campus in Spring 2022, a moment dubbed "Opening Season" at JTS. Opening Season included the unveiling of this comprehensive renovation project, as well as celebrated the 2020 appointment and 2022 inauguration of a new Chancellor, Dr. Shuly Rubin Schwartz, and the 2020 appointment of a new Provost, Dr. Jeffrey Kress. Opening Season also celebrated the full re-opening of in-person JTS programs after interruptions and emergency changes brought about by the COVID-19 pandemic. With Opening Season, JTS embraced its renewed "21<sup>st</sup> Century Campus" and a commitment to the ongoing growth, development, and stewardship of our institutional community. The reimaged Morningside Heights campus fortifies our role as a preeminent institution of Jewish higher education.

## **Institutional Priorities to be Addressed in the Self-Study**

Building on the most recent strategic plan, approved June 15<sup>th</sup>, 2022, JTS has identified the following institutional priorities that will serve to guide the self-study process. These represent key values that came out of the strategic planning process, which was led by Chancellor Shuly Rubin Schwartz in collaboration with the senior leadership team and the Board of Trustees. The Provost, ALO, and Director of Assessment then drafted the following priorities to reflect the goals of the strategic plan as well as the overall mission

of JTS. The priorities were then reviewed by the Executive Committee before submission to the Steering Committee, Cabinet, and Board of Trustees for feedback and approval. Revisions were made after feedback from each of these groups, resulting in the version of our Institutional Priorities drafted below.

JTS understands our current institutional priorities to represent common themes that we expect to be drawn out over the course of the self-study. Each priority contains within it examples and ways that JTS is and will continue to pursue institutional growth in a given area; working groups and the self-study process are not bound to these criteria but understand them to provide broad guidance about current goals and values. Addressing these priorities through our assessment efforts will ensure accountability to the JTS mission and infuses our self-study process with a sense of purpose that has been defined within our unique institutional context.

### **Institutional Priority #1: Faith with Inquiry**

- ◆ Foster and retain the integration of academic scholarship and intellectual rigor with a commitment to community, religious life, and spiritual growth
- ◆ Balance academic rigor and professional preparation to develop leaders that have depth of understanding of the theological and sociological contours of the communities they will serve
- ◆ Meet the demands for moral, spiritual, pastoral, and educational leadership in Jewish communities through emphasizing field-based training, on-the-job professional training, apprenticeships, and internships that complement class work across our academic programs
- ◆ Convene significant conversations (symposia, fellowships, residencies, conferences) that address vital issues in the Jewish community and beyond, modeling how to do so in an intellectually rigorous and emotionally nuanced fashion
- ◆ Enhance our role as a pipeline for developing leaders through youth education programs, recruitment strategies, field placements, alumni relations and support, and ongoing educational opportunities
- ◆ Improve integration of our various centers with academic areas and programs to enhance the overall student experience

### **Institutional Priority #2: Broad Impact**

- ◆ Enhance the flexibility of our degree and non-degree programs through curricula and modalities that adapt to the changing needs of students
- ◆ Offer a suite of digital and hybrid certificates and modules that allow for multiple opportunities for student engagement throughout the globe and across learners' life stages and circumstances



- ◆ Maintain core academic engagement programs while expanding our vision of how we engage communities within and beyond the Jewish world
- ◆ Ensure that faculty roles are dynamic to allow for faculty leadership in both internal and outward-facing educational offerings and programming
- ◆ Highlight the treasures of the JTS Library through exhibitions, public programming, and the accessibility of library resources
- ◆ Promote the accessibility of JTS resources and programs for all constituencies alongside a welcoming and inclusive community for diverse learners

### **Institutional Priority #3: Operational and Institutional Responsiveness**

- ◆ Make data-driven decisions about resource allocation, program funding, technology, platforms, facilities, and services that maximize the effectiveness and accessibility of JTS programs and activities
- ◆ Ensure that institutional processes and resource planning are continuously evaluated for the long-term sustainability of the institution
- ◆ Enhance institutional processes and mechanisms for sharing learning with wider audiences
- ◆ Continually assess the utility, relevance, and impact of facilities and technologies implemented to deliver remote and hybrid education and program modalities
- ◆ Explore co-location opportunities with similarly aligned institutions informed by data about changing infrastructure and service needs
- ◆ Maintain a multi-faceted and ongoing budgetary process that ensures the fiscal health of the institution
- ◆ Ensure institutional stability and long-term solvency through collaboration between our Board of Trustees and our renewed Office of Development in pursuing diverse fundraising opportunities

*Figure 3: Alignment of the JTS Mission with Institutional Priorities*

<p><b>JTS Mission Statement:</b> JTS articulates a vision of Judaism that is learned and passionate, pluralist and authentic, traditional and egalitarian; one that is thoroughly grounded in Jewish texts, history, and practices, and fully engaged with the societies and cultures of the present. Our vision joins faith with inquiry; the covenant of our ancestors with the creative insights of today; intense involvement in the society and State of Israel with devotion to the flowering of Judaism throughout the world; service to the Jewish community, as well as to all the communities of which Jews are a part: our society, our country, and our world.</p>	
<b>Institutional Priorities</b>	<b>Alignment with Mission Statement</b>
<b>Faith with Inquiry</b>	<p>“learned and passionate”</p> <p>“thoroughly grounded in Jewish texts, histories, and practices”</p> <p>“Our vision joins faith with inquiry”</p>
<b>Broad Impact</b>	<p>“devotion to the flowering of Judaism throughout the world”</p> <p>“service to the Jewish community as well as to all the communities of which Jews are a part: our society, our country, and our world”</p>
<b>Responsiveness</b>	<p>“the creative insights of today”</p> <p>“fully engaged with the societies and cultures of the present”</p>

## Alignment of Standards, Requirements of Affiliation, and Institutional Priorities

Figure 4: Key Alignments in the JTS Self-Study

Standard	Requirements of Affiliation	Institutional Priority
I: Mission and Goals	7, 10	1, 2
II: Ethics and Integrity	--	3
III: Design and Delivery of the Student Learning Experience	2, 8, 9, 15	1, 2
IV: Support of the Student Experience	--	1, 3
V: Educational Effectiveness Assessment	8, 9, 10	1, 2
VI: Planning, Resources, and Institutional Improvement	11	3
VII: Governance, Leadership, and Administration	12, 13	3
Process Leadership, Oversight and Communications	1, 4, 5, 6, 14	--

## Intended Outcomes of the Self-Study

Through the Self-Study, JTS will...

1. Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation;
2. Focus on continuous improvement in the attainment of the institution's mission and institutional priorities;

3. Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community;
4. Bring together various constituencies to celebrate institutional improvement since our last self-study and to identify ways to strengthen and grow so that we may carry out our mission for years to come;
5. Strengthen ongoing planning and assessment processes as a reflection of our commitment to institutional improvement; and
6. Promote greater collaboration and synergy across departments and campus constituencies.

## Self-Study Approach

JTS will be using a **Standards-Based Approach** to our latest self-study. In our last self-study, culminating in 2016, we used a priorities-based approach that incorporated several standards under each priority. This approach had been chosen in hopes of best aligning the self-study process with institutional priorities and goals. However, in evaluating the successes and challenges of our previous self-study process, it became clear that this priorities-based approach was the cause of some confusion for our various working groups and allowed for some gaps and oversights with regards to fulfilling specific standards. Working groups reported difficulty in prioritizing each of their given standards and in understanding the links between their priorities and standards and those of other groups.

We are especially confident in this standards-based approach given the reorganization of the MSCHE standards since our last self-study, which has enabled us to more easily identify how our institutional priorities and diverse stakeholders best fit in to the standards and criteria.

## Organizational Structure of Committees and Working Groups

JTS is a small institution, which means that many of our faculty, staff, and board members fulfill multiple roles within its operations. This will continue to be true for the self-study process, with some overlap between members of various committees and working groups. One subsequent benefit is that efforts are less likely to be duplicated within the self-study because many people are involved in several different aspects of our process.



## Self-Study Executive Committee

JTS has opted to create a self-study Executive Committee that will co-chair the entire self-study process, providing clear direction and leadership to all constituents and centralizing communication and organization. This committee will be responsible for the compilation of the final self-study report and its successful submission to MSCHE. Executive Committee members were selected for their commitment to and experience with assessment and institutional effectiveness, as well as the scope of their JTS responsibilities and their dedication to the self-study process. The members of the Executive Committee are:

- ◆ Dr. Brian Smollett, Associate Provost, Curriculum and Instruction; Dean, Academic Affairs; Assistant Professor, Modern Jewish Thought; Accreditation Liaison Officer
- ◆ Barbara Calissi, Chief Financial Officer
- ◆ Valerie Bondura, Director of Teaching, Learning, and Assessment Initiatives

The Executive Committee first convened in August 2022. The Committee discussed results and updates from the previous self-study and reviewed relevant documentation. Based on this review, the committee decided to adopt a standards-based approach to the current self-study for the reasons outlined in that section. With this approach in mind, the committee then sought to organize working groups around each of the MSCHE Standards.

The Executive Committee invited faculty, staff, and board members to co-chair working committees and constitute a “Steering Committee” for the self-study process. Invitations were made in November 2022 and the first Steering Committee meeting was convened on November 21<sup>st</sup>, 2022.

## Steering Committee

The JTS 2024 Self Study Steering Committee is comprised of the Provost, Self-Study Executive Committee, and most of the co-chairs of each of the working groups. The exception to this is one board member that is serving as a Working Group co-chair. The board member is welcome though not required to also serve on the Steering Committee, but their fellow Working Group co-chair (Standard VII: Keath Blatt) will act as a liaison to ensure that all are apprised of the activities of the Steering Committee.

Members of the Steering Committee attended the Self-Study Institute held by MSCHE in Fall 2022. Key institutional representatives also attended small group sessions at the SSI. Following the SSI, the Steering Committee convened a meeting

on November 21<sup>st</sup>, 2022 to debrief the SSI, share information and resources generated, and map out next steps. We discussed strategies to ensure the coordination of efforts between the Committee and the Working Groups, affirming that the proposed model of having most Working Group chairs serve on the Steering Committee was likely to be most effective.

To encourage collaboration, communication, engagement in similar areas of inquiry, and reduce duplication of efforts, the Steering Committee agreed to meet twice per semester and twice over the summers for the duration of our self-study. After the initial launch phase of our self-study, these meetings will primarily focus on reviewing the quarterly progress reports completed by each of the Working Groups. Open review and discussion of these progress reports by the Steering Committee will allow us to identify any challenges, gaps, and support needs that the Working Groups may encounter in their work to evaluate and assess JTS against the criteria for the various standards.

### Steering Committee Members

- ◆ Dr. Jeffrey Kress, Provost and Dr. Bernard Heller Professor of Jewish Education
- ◆ Dr. Brian Smollett, Associate Provost, Curriculum and Instruction; Dean, Academic Affairs; Assistant Professor, Modern Jewish Thought; Accreditation Liaison Officer
- ◆ Keath Blatt, General Counsel
- ◆ Barbara Calissi, Chief Financial Officer
- ◆ Valerie Bondura, Director of Teaching, Learning, and Assessment Initiatives
- ◆ Dr. Amy Kalmanofsky, Dean, List College and Kekst Graduate School; Blanche and Romie Shapiro Professor, Bible
- ◆ Ariel Halpern, Chief of Staff, Office of Administration and Finance
- ◆ Diana Torres-Petrilli, Chief Human Resources Officer
- ◆ Amy Feinfeld, Registrar and Director of Financial Aid
- ◆ Sara Horowitz, Dean of Student Life
- ◆ Joseph Maybloom, Senior Director of Enrollment, Assistant Dean of Undergraduate Student Success
- ◆ Rabbi Julia Andelman, Director of Community Engagement

### Working Groups

Working groups are organized such that each addresses a Standard, and in most cases also addresses one or more Requirements of Affiliation and Institutional Priorities.

#### Standard I Working Group: Mission and Goals

Co-Chairs: **Dr. Jeffrey Kress**, Provost; **Rabbi Julia Andelman**, Director of Community Engagement

#### Working Group Members:

- ◆ Yale Asbell, Trustee, Chair of the Academic Affairs Committee of the JTS Board of Trustees
- ◆ Rabbi Ayelet Cohen, Dean of the Division of Religious Leadership and Rabbinical School
- ◆ Rabbi Joel Seltzer, Vice Chancellor for Institutional Advancement
- ◆ Andrea Glick, Director of Communications
- ◆ Dr. Alan Cooper, Professor of Bible; former JTS Provost

#### *Standard I Charges*

The Working Group for Standard I will...

1. Develop an understanding of the Middle States Standards for Accreditation and Requirements of Affiliation and the specific criteria for Standard 1;
2. Adhere to the procedures and processes called for by the Executive and Steering Committees, particularly regarding timeline and deliverables;
3. Explore the extent to which JTS's mission and goals are consistent with the criteria iterated in the Middle States Standards for Accreditation and Requirements of Affiliation; and
4. Assess the extent to which the recent JTS Strategic Plan has revised or re-directed JTS's mission and goals.

#### *Standard I Lines of Inquiry*

The Working Group for Standard I will investigate the following questions:

1. How, if at all, has the JTS mission changed over the past 10 years?
2. To what extent does the JTS Mission Statement and Vision reflect current JTS priorities?
  - If priorities have changed, by what process has that been formally recognized?
  - How can changing priorities be incorporated into an updated mission statement?
  - What are the processes for harnessing strategic planning efforts to inform the overall institutional mission, priorities, and culture?

3. Where can one find the JTS mission? How accessible is it to our institutional community and the broader public?
4. To what extent are the goals for divisions (e.g., schools, community engagement, etc.) aligned with the overall JTS mission?

## Standard II Working Group: Ethics and Integrity

Co-Chairs: **Keath Blatt**, General Counsel; **Diana Torres-Petrilli**, Chief Human Resources Officer

Working Group Members:

- ◆ Rabbi Naomi Kalish, Director of the Center for Pastoral Education; Assistant Professor of Pastoral Education
- ◆ Rabbi Stephanie Ruskay, Associate Dean of the Rabbinical School; Executive Director of the Hendel Center for Ethics and Justice
- ◆ Dr. Eitan Fishbane, Professor of Jewish Thought

### *Standard II Charges*

The Working Group for Standard II will...

1. Fulfill all aspects of the general Working Group charge within the context of Standard II: Ethics and Integrity;
2. Consider how JTS may incorporate ethics and integrity into its operations in other ways; and
3. Collect, examine, and analyze relevant data, policies, processes and procedures for Standard II.

### *Standard II Lines of Inquiry*

The Working Group for Standard II will investigate the following questions:

1. How does JTS create a community of shared ethics and integrity?
2. How does JTS review its policies affecting employees, students, and the general public to ensure that they satisfy current legal and statutory obligations?
3. How do Jewish values inform JTS's development of policies and engagement with its key stakeholders?

## Standard III Working Group: Design and Delivery of the Student Learning Experience

Co-Chairs: **Valerie Bondura**, Director of Teaching, Learning, and Assessment Initiatives; **Amy Feinfeld**, Registrar, Director of Financial Aid, and International Student Liaison

Working Group Members:

- ◆ Dr. Lisa Springer, Associate Provost for Digital and Distance Learning
- ◆ Miriam Meir, Senior Lecturer of Hebrew Language and Area Coordinator for Jewish Languages
- ◆ Dr. Yael Landman, Assistant Professor of Bible
- ◆ Dr. Sarah Wolf, Assistant Professor of Talmud and Rabbinics
- ◆ Dr. Abigail Uhrman, Assistant Professor of Jewish Education
- ◆ Dr. Rebecca Sandler Perten, Assistant Dean, List College and Gershon Kekst Graduate School
- ◆ Student Member
  - We expect to invite a student member to join this committee in AY 2023-2024.

### *Standard III Charges*

The Working Group for Standard III will...

1. Adhere to all aspects of the General Working Group Charges in their work contributing to the Self Study;
2. Strive to include all working group members in the self-study process and equitably distribute the workload of gathering and producing evidence to meet Standard III;
3. Work proactively and productively with JTS offices and experts to gather evidence in support of Standard III;
4. Evaluate the extent to which JTS provides sufficient learning opportunities for students to achieve expected educational outcomes; and
5. Analyze the information available to students about programs, courses, and related academic support as it pertains to the criteria for Standard III.

### *Standard III Lines of Inquiry*

The Working Group for Standard III will investigate the following questions:

1. How are students in JTS undergraduate and graduate programs prepared, through first year course offerings, to pursue more advanced exploration and education in Jewish Studies?
2. How is teaching effectiveness evaluated at JTS? Are the standards of evaluation clear to instructors of all appointment levels (i.e. visiting lecturers, adjuncts, tenured and tenure-track faculty?)
3. To what extent do current JTS resources meet the professional development needs of faculty?
4. What processes, procedures, and structures are in place to support full-time and adjunct faculty, teaching assistants, and other contracted instructors, and how are those structures regularly assessed and revised as needed?
5. How does JTS communicate information about academic offerings, requirements, academic progress, and resources so that students can make informed decisions?

### **Standard IV Working Group: Support of the Student Experience**

Co-Chairs: **Sara Horowitz**, Dean of Student Life; **Joseph Maybloom**, Senior Director of Enrollment, Assistant Dean of Undergraduate Student Success

Working Group Members:

- ◆ Rabbi Gordon Tucker, Vice Chancellor for Religious Life and Engagement
- ◆ Orlea Miller, Assistant Dean, List College and Gershon Kekst Graduate School
- ◆ Dr. David Davar, Director of the Counseling Center
- ◆ Bradley Moot, Director of Residence Life
- ◆ Student Member
  - We expect to invite a student member to join this committee in AY 2023-2024.
- ◆ One of our new faculty appointments will be added to this committee in Fall 2023

### *Standard IV Charges*

The Working Group for Standard IV will...



1. Examine the processes, policies, and administrative procedures for admission, retention, and student success within JTS's academic programs;
2. Analyze the extent to which JTS is targeting and admitting students who will excel within its programs, providing comprehensive information about costs and financial aid, and that once these students matriculate, have the academic and extracurricular support they need to succeed;
3. Evaluate the extent to which JTS's infrastructure, staffing, programming, and departments devoted to student support and academic success are sufficient and adaptive to meet the needs of various student populations (including graduate, undergraduate, transfer, distance-learning, and second-career students); and
4. Explore and evaluate related educational activities (including orientation, advisement, counseling, student life, residence life, and other extracurricular activities) as these activities pertain to admission, retention, and the overall student experience.

### *Standard IV Lines of Inquiry*

The Working Group for standard IV will investigate the following questions:

1. How have recruitment and admissions strategies shifted within the last five years to address changes in JTS's scope, the caliber and diversity of the current student body, prospective student demographics, and increased competition in the higher education landscape?
2. How have the financial aid processes and procedures adapted to provide students with accurate cost of attendance information as well as competitive financial aid offers that meet the needs of JTS's budget, while centering the importance of financial aid as a recruitment and retention tool?
3. In what ways does JTS support students through their academic programs (on-campus and distance) to help ensure their continued retention and success through graduation and to their post-completion placement?
4. How does the advising structure at JTS support students' academic journeys? In what ways does advising aid in identifying students who need additional support in addition to setting all students up with the resources needed for success?
5. How does JTS address the area of student development, both inside and outside of the classroom, while providing support for our diverse student population (including second career students, LGBTQ+ students, students with disabilities, international students, distance learning students, and students with components of their programs at other locations) through areas such as the counseling center,

residential life experience, orientation, and religious life? How does JTS determine the resources to put toward student support and mental health?

6. How do co-curricular and extra-curricular programming (both on-campus and in the residence halls) impact the student experience, and further the mission of JTS?

## Standard V Working Group: Educational Effectiveness Assessment

Co-Chairs: **Dr. Brian Smollett**, Associate Provost, Curriculum and Instruction; Dean, Academic Affairs; Assistant Professor, Modern Jewish Thought; Accreditation Liaison Officer; **Dr. Amy Kalmanofsky**, Dean, List College and Kekst Graduate School; Blanche and Romie Shapiro Professor, Bible

Working Group Members:

- ◆ Dr. Shira Epstein, Dean of the William Davidson Graduate School of Jewish Education; Assistant Professor of Jewish Education
- ◆ Melissa Present, Chief Enrollment Officer
- ◆ Valerie Bondura, Director of Teaching, Learning, and Assessment Initiatives
- ◆ Dr. Robert Harris, Professor of Bible
- ◆ Director of the Cantorial School [TBD]
  - The current Director of the Cantorial School is retiring and JTS is now transitioning to new leadership in this position. Once a new Director is installed, they will join this Working Group.
- ◆ Dr. Issac Landes, Assistant Professor of Rabbinic Literatures and Cultures
- ◆ Student Member
  - We expect to invite a student member to join this committee in AY 2023-2024.

### *Standard V Charges*

The Working Group for Standard V will...

1. Fulfill all aspects of the general Working Group Charges within the context of Standard V: Educational Effectiveness; and
2. Organize and analyze evidence relevant to JTS's meeting of the criteria for Standard V.

### *Standard V Lines of Inquiry*

The Working Group for Standard V will investigate the following questions:

1. How has JTS strengthened support for student success over the course of their given degree program since our last self-study?
2. What processes and procedures does JTS have in place to periodically evaluate curricula and programs?
3. To what extent do programs of study at JTS have identifiable learning goals and associated standards for evaluating student achievement of those goals?
4. How does JTS manage course development and alignment with student learning outcomes within areas, programs, and schools?

## Standard VI: Planning, Resources, and Institutional Improvement

Co-Chairs: **Barbara Calissi**, Chief Financial Officer; **Ariel Halpern**, Chief of Staff, Board Liaison

Working Group Members:

- ◆ Michelle Mehring, Academic Affairs Program Manager; Executive Assistant to the Provost
- ◆ James Esposito, Director of Facilities, Operations Management
- ◆ Andrew Dorsch, Director of Institutional Research and Budget
- ◆ Diana Torres-Petrilli, Chief Human Resources Officer
- ◆ Naomi Steinberger, Director of Library Services
- ◆ We will add a faculty member to this working group in Fall 2023

### *Standard VI Charges*

The Working Group for Standard VI will...

1. Fulfill all aspects of the general Working Group charge within the context of Standard VI: Planning, Resources, and Institutional Improvement; and
2. Collect, examine, and analyze relevant data, plans, processes and procedures for Standard.

### *Standard VI Lines of Inquiry*

The Working Group for Standard VI will investigate the following questions:

1. To what extent are institutional objectives clearly stated, assessed, and operationalized? How does the institution regularly assess its effectiveness?

2. How is the financial planning and budgeting process aligned with the institution's mission, goals, and strategic plan?
3. How does the institution show that resources-- fiscal, human, physical and technical-- provide adequate support to its operations in the fulfillment of mission, goals, and sustainability?
4. Are decision-making processes well-defined with clear assignment of responsibility and accountability?
5. How does the current budget process provide resources necessary to achieve the institutional mission and goals?
6. To what extent does JTS align the Strategic Plan and budgeting process with the mission, goals, and strategic objectives of the institution?
7. Is there an annual independent audit confirming financial viability with any internal control concerns cited in the audit's accompanying management letter?

## Standard VII: Governance, Leadership, and Administration

Co-Chairs: **Keath Blatt**, General Counsel, **Marc Gary**, Executive Vice Chancellor Emeritus, Member of the JTS Board of Trustees

Working Group Members:

- ◆ Ariel Halpern, Chief of Staff; Board Liaison
- ◆ Clare Peeters, Vice Chancellor for Administration and Finance
- ◆ Dr. Benjamin Gampel, Dina and Eli Field Family Chair in Jewish History
- ◆ Dr. Brian Smollett, Associate Provost, Curriculum and Instruction; Dean, Academic Affairs; Assistant Professor, Modern Jewish Thought; Accreditation Liaison Officer

### *Standard VII Charges*

The Working Group for Standard VII will...

1. Evaluate the faithful execution of the JTS mission, the honoring of its contracts and commitments, the adherence to its policies, and its truthful and transparent representation of itself, in consideration of the criteria for Standard VII; and
2. Use relevant documents, policies, and procedures to make recommendations for institutional improvement through the self-study process.

## Standard VII Lines of Inquiry

The Working Group for Standard VII will investigate the following questions:

1. To what extent does JTS have a clearly articulated and transparent governance structure?
2. To what extent does JTS have a legally constituted governing body with clearly defined roles and responsibilities for oversight?
3. In what ways does JTS ensure that the institution has a Chief Executive Officer and sufficient Administration who have appropriate experience, skills and credentials; clearly defined roles and reporting relationships; appropriate resources and working relationships; and processes for evaluation?
4. How does JTS periodically assess the effectiveness of governance, leadership, and administration?

Working Group	Standard	Requirements of Affiliation	Institutional Priority
1: J. Kress and J. Andelman	I: Mission and Goals	7, 10	1, 2
2: K. Blatt and D. Torres-Petrilli	II: Ethics and Integrity	--	3
3: V. Bondura and A. Feinfeld	III: Design and Delivery of the Student Learning Experience	2, 8, 9, 15	1, 2
4: S. Horowitz and J. Maybloom	IV: Support of the Student Experience	--	1, 3
5: B. Smollett and A. Kalmanofsky	V: Educational Effectiveness Assessment	8, 9, 10	1, 2
6: A. Halpern and B. Calissi	VI: Planning, Resources, and Institutional Improvement	11	3
7: K. Blatt and M. Gary	VII: Governance, Leadership, and Administration	12, 13	3
Executive Committee: B. Calissi, B. Smollett, V. Bondura	Process Leadership, Oversight and Communications	1, 4, 5, 6, 14	--

*Figure 5: Alignment of Working Groups with Standards, Requirements of Affiliation, and Institutional Priorities*

## Guidelines for Reporting

Working Groups initially met in December 2022 to draft their Working Group Charges and Lines of Inquiry. The Executive Committee provided Working Groups with a template for submitting their group's information, with a deliverable date of February 1<sup>st</sup>, 2023. Following this first document, Working Groups will then convene to produce an Inquiry Plan, which will comprise the bulk of the Working Groups' first quarterly reports due to the Executive Committee on April 3<sup>rd</sup>, 2023.

The Inquiry Plan will describe the process by which the Working Group plans to address their assigned Standard. It will include a preliminary list of documents, processes, and procedures identified that relate to given criteria, as well as a preliminary assessment of any gaps in evidence that the group will seek to remedy in their work. Inquiry Plans are due as part of each Working Group's first quarterly report.

### Quarterly Reports from Working Groups

Working Groups will provide quarterly reports to the Executive Committee detailing their activities to date. Due dates for these reports are included in the Self-Study Timetable. These reports will include the following:

- ◆ Progress made on addressing assigned standard (to date or since previous report)
- ◆ Challenges the group has faced in investigating JTS compliance with the standard
- ◆ Needs identified: the group will describe any assistance or expertise they require to fulfill their inquiry, including but not limited to consultation and collaboration with JTS' Director of Assessment Initiatives to design validated instruments for gathering necessary data
- ◆ Evidence gathered or produced to date in the form of an ongoing list in the group's Evidence Inventory Excel spreadsheet
- ◆ Next steps the group will take

The template for these quarterly reports can be found on the Teams site.

Quarterly reports should inform and directly feed into the final chapter drafts that each working group develops for the self-study report. Complete chapter drafts from each Working Group will be due April 1<sup>st</sup>, 2024. A complete draft of the JTS Self-Study Report will be provided to the JTS community on September 15<sup>th</sup>, 2024 and open for comment.



JTS is managing the self-study process through Microsoft Teams. All communications amongst and between Working Groups, the Steering Committee, and the Executive Committee take place on Teams channels and email lists. Each Working Group has a Teams channel that they use to store notes and files related to their work. Meeting minutes and materials are also stored in Teams channels and periodically reviewed by members of the Executive Committee. Reports and drafts produced by Working Groups will be submitted through Teams and viewable to all involved in managing the self-study.

## Organization of the Final Self-Study Report

JTS will organize the Self-Study Report in chapters that align with MSCHE's Standards of Accreditation. The Requirements of Affiliation will be embedded within relevant Standards chapters and clearly identified. Each Working Group will be responsible for completing a draft of the chapter that corresponds with their assigned standard. The Steering Committee will review drafts and suggest revisions as necessary. The Executive Committee will be responsible for final revisions, stylistically unifying chapter drafts, and drafting the Executive Summary, Institutional Overview, Review of the Self-Study Process and Report, and Conclusion sections.

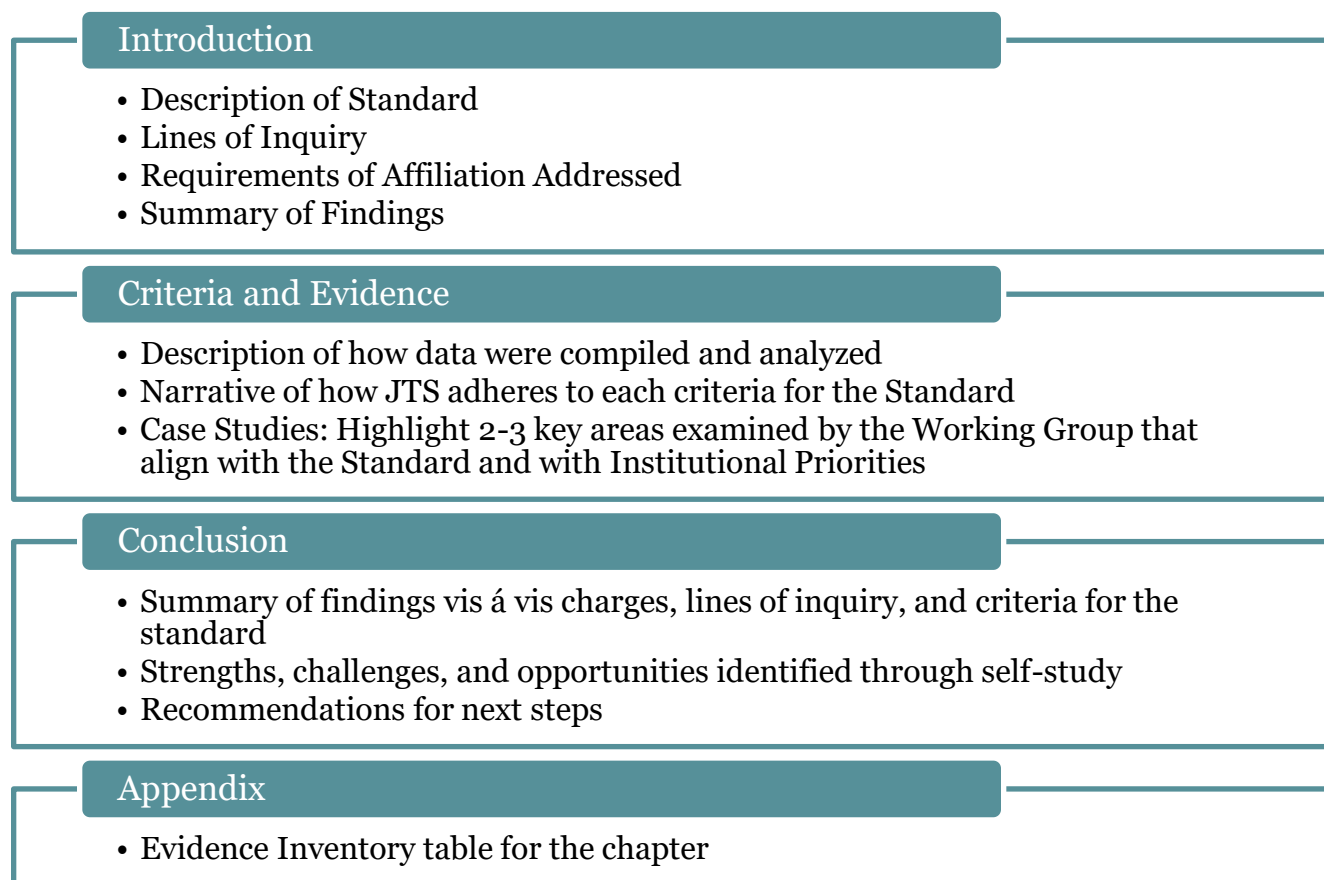
### Proposed Outline of the Final Self-Study Report

1. Table of Contents
2. Executive Summary
3. Institutional Overview
4. Review of the Self-Study Process and Report
5. Standard I: Mission and Goals
6. Standard II: Ethics and Integrity
7. Standard III: Design and Delivery of the Student Learning Experience
8. Standard IV: Support of the Student Experience
9. Standard V: Educational Effectiveness Assessment
10. Standard VI: Planning, Resources, and Institutional Improvement
11. Standard VII: Governance, Leadership and Administration
12. Conclusion: Strengths, Challenges, and Opportunities

Each chapter will consist of an introduction that includes the lines of inquiry adopted by the Working Group to address their assigned standard and a summary of findings. Chapter bodies will address each of the standard's criteria with narrative analysis of all data and a selected presentation of key data. Chapters will include citations and references to material covered in other sections of the Self-Study Report and to the specific locations of relevant materials in the Evidence Inventory. Each chapter must

address every criteria in the standard as well as respond to the lines of inquiry established by the working group for their standard.

*Figure 6: General Outline for Report Chapters*



Chapters should be approximately 10-15 pages in length (excluding appendix), and conform to the JTS Editorial Style Guide and brand identity: Georgia 12-point font with 1 inch margins. Templates for all chapters have been created for all working groups in the Teams site. Working groups will fill in their template over time as they draft their chapters. The JTS brand identity template for Word documents is available to all Working Groups. The Editorial Style Guide can be found on the Self-Study Teams site.

# Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

JTS will ensure completion of our Verification of Compliance under the management of the **Executive Committee** in collaboration with **Working Group II: Ethics and Integrity** and **Working Group VI: Planning, Resources, and Institutional Improvement**. Documenting JTS's Verification of Compliance is included in the charges for each of these working groups. Both working groups will also collaborate with members of the Steering Committee, namely the Registrar and Director of Financial Aid and the ALO, to ensure verification is met.

The co-chairs of Working Group II are JTS's General Counsel and the Chief Human Resources Officer and are thus well-positioned to address federal regulations. In particular, Standard II Criterion 8 aligns with much of the Verification of Compliance. Evidence related to student data and privacy, institutional records of student complaints, and required information for students and the public will be included in this group's work.

Working Group VI is co-chaired by the Chief Financial Officer and a representative from the Vice Chancellor's Office of Administration and Finance. JTS's Director of Institutional Research is also a member of this working group. These individuals, in collaboration with the University Registrar and Office of Financial Aid, will address Title IV program responsibilities, standing with state and other accrediting agencies, assignment of credit hours, transfer of credit policies and articulation agreements, and any other written arrangements documented to demonstrate compliance.

The Executive Committee will be responsible for ensuring that all necessary evidence is compiled by these working groups in a timely manner and is provided as an appendix to our final Self-Study Report. Updates on the Verification of Compliance will be included in the quarterly progress reports submitted to the Steering Committee by Working Groups II and VI.

# Self-Study Timetable

Figure 7: Timeline and Communication Plan

Event	Time	Audience/Method
Identify Steering Committee and convene initial meeting	October 2022	Internal
Attend Self Study Institute	October/November 2022	Steering Committee members attend virtual SSI
Working Groups formed and hold first meetings	November/December 2022	WGs are emailed and arrange their own meeting schedules
Working Groups submit materials for the Self-Study Design	February 1 2023	WGs upload materials to Teams
SSD draft complete draft shared with all Working Groups and key constituencies	February 13 2023	SSD is made available on Teams site, Faculty SharePoint, JTS Intranet, and shared through liaisons with Cabinet and Board
Self-Study Design draft submitted to VP Liaison	February 24, 2023	Email to Dr. Paul Starkey
Self-Study Preparation Visit by VP Liaison Dr. Paul Starkey	March 21 2023	--
First Working Group reports due	April 1 2023	Uploaded to Teams site
Self-Study Kick Off	May 2023	Large-scale event open to entire JTS community to review our SSD, discuss next steps, and solicit feedback about priorities, assessment, and possible initiatives
Second Working Group update due	June 1 2023	Uploaded to Teams site

Evaluation Team Chair selection begins	September 2023	--
Third Working Group update due	October 1 2023	Uploaded to Teams site
Progress report shared with JTS Board	October 2023	Executive Committee shares report at Board meeting
Progress report shared with JTS faculty and staff	October 2023	Executive Committee shares report at Faculty Assembly and Staff Assembly
Progress report shared with JTS student body	Fall 2023	Office of Student Life communicates with Student Government about progress and solicits student involvement
Fourth Working Group update due	February 1 2024	Uploaded to Teams site
Progress report shared with JTS Board	March 2024	Executive Committee shares report at Board meeting
Progress report shared with JTS faculty and staff	March 2024	Executive Committee shares report at Faculty Assembly and Staff Assembly
Progress report shared with JTS student body	Spring 2024	Office of Student Life communicates with Student Government about progress and solicits student involvement
All hands meeting	March 2024	Steering Committee and Working Groups meet to review drafts, evidence, and next steps
Working Group reports and evidence due	April 1, 2024	Uploaded to Teams site
Draft of Self-Study Report shared with the Cabinet and Board of Trustees	September 1, 2024	Executive Committee and Provost to share drafts electronically and hard copies in Cabinet and Board meetings
Draft of Self-Study Report shared with JTS community	September 15, 2024	Shared to Faculty SharePoint, JTS Intranet

Self-Study Evaluation Kickoff Event and Open Forum	September 2024	Internal Community/On site event
Self-Study Report Submitted to VP Liaison and Evaluation Team	September 20, 2024	Uploaded to MSCHE portal
Self-Study Visit Retreat	October 2024	Large scale event open to the JTS community to review our SSR and prepare for Team Visit
On-Site Evaluation Visit	November 2024	--
Commission action	March 2025	--

Beyond these scheduled dates, the Steering Committee will meet at minimum twice per semester and once per summer session beginning in Fall 2022. Working Groups will all meet at minimum twice per semester and once per summer session beginning in Spring 2023.

Updates on our self-study progress and solicitation of feedback will occur as part of regularly scheduled meetings of various JTS constituencies, including at each Board Meeting (convened quarterly), Faculty Assembly (convened twice per semester), Staff Assembly (convened once per semester), Area Meetings (convened once per semester), and Curriculum on Instruction meetings (convened once per semester).

Information about the self-study and our progress will be available to all JTS faculty and staff on internal websites beginning in Spring 2023.

## Communication Plan

JTS is committed to an open, transparent, and inclusive self-study process in which all institutional constituencies are consulted and kept informed about the process and findings of the self-study. To achieve this, JTS will use three major means of communications: 1) sharing documents and updates through the JTS Faculty SharePoint (includes all instructors), the JTS Intranet (includes all JTS staff), and the JTS Canvas Student Community; 2) Adding the Self-Study to all regularly scheduled large-scale meeting agendas, such as the biweekly Cabinet meetings, quarterly Board meetings, quarterly Faculty Assembly and Staff Assembly, biannual Committee on Instruction meetings, biannual Student Association meetings, and weekly Deans' Meetings; and 3) direct emails to the JTS community alerting them of significant milestones reached, reports made available, and upcoming events related



to the self-study. We also expect to hold events dedicated to the self-study process and open to various parts of our institutional community.

The timing of major communications is included in the above Self-Study Timetable.

Among those working on the self-study directly, communications will primarily take place through Microsoft Teams and Outlook email. The Executive Committee and Steering Committee established a workspace in Microsoft Teams with individual channels for each Committee and Working Group. As a result, while each Working Group has a dedicated channel and space for their work, they are housed within a common Team accessible to all participants in the Steering Committee and Working Groups, promoting transparency in our self-study process. The Teams site also houses all meeting minutes and materials from each of the Committees and Working Groups for easy reference by all involved.

## Evaluation Team Profile

By degree program, JTS has the most students enrolled in the Bachelor of Arts program housed in List College. Our second-most enrolled program is in Rabbinic Ordination, housed in our Division of Religious Leadership. See Table 1 for full information about program enrollments.

### Team Chair

JTS would welcome a Team Chair from a theological seminary, ideally one that also has an academic focus. JTS would prefer a Team Chair that is a sitting or recently retired Provost, Vice Provost, or academic dean from an institution of comparable scale and scope.

An academic leader (sitting or recently retired) from one of the following institutions would be especially welcome: Princeton Theological Seminary, Hebrew Union College-Jewish Institute of Religion, or the Fordham Graduate School of Religion and Religious Education.

### Team Members

JTS would prefer evaluation team members with backgrounds in faith-based liberal arts education. A majority of JTS degree programs are rooted in the liberal arts, though always informed by a foundation in Jewish values. As such, JTS is particularly interested in ensuring a sufficient number of Team Members possess expertise in academic undergraduate and graduate programs. Evaluators from Jewish Studies programs housed

within larger liberal arts institutions would be especially relevant. One or two Team Members from theological seminary contexts would also be valuable, especially those from institutions that combine academics and professional training in clergy and religious leadership.

JTS would welcome evaluation team members from any of the below listed comparable and aspirational peer institutions.

## Peer Institutions

### Comparable (in size and/or academic scope):

- ◆ Princeton Theological Seminary
- ◆ Hebrew Union College-Jewish Institute of Religion
- ◆ The College Seminary of the Immaculate Conception at St. Andrews Hall at Seton Hall University
- ◆ Baltimore Hebrew Institute at Towson University
- ◆ Catholic University of America
- ◆ Siena College
- ◆ Trinity College
- ◆ Hartford International University for Religion and Peace
- ◆ St. Joseph's Seminary and College
- ◆ General Theological Seminary
- ◆ Northeastern Seminary at Roberts Wesleyan
- ◆ Clarks Summit University
- ◆ The Juilliard School
- ◆ Pratt Institute

### Aspirational:

- ◆ Fordham University
- ◆ Brandeis University
- ◆ Georgetown University
- ◆ Programs in Jewish Studies/Judaic Studies housed within larger institutions
  - Examples: Meyerhoff Program and Center for Jewish Studies at the University of Maryland, the Jewish Studies Program at the University of Pennsylvania, Frankel Center for Judaic Studies at the University of Michigan

### Competitors:

- ◆ Reconstructionist Rabbinical College
- ◆ Hebrew College
- ◆ American Jewish University

## Peers with Conflicts of Interest

JTS has two comparable institutions within its consortium and with whom we share services, representing a conflict of interest. Therefore, evaluators should not be selected from the following:

- ◆ Union Theological Seminary
- ◆ Manhattan School of Music

We also maintain consortium agreements with Columbia University, Barnard College, and The Bard Graduate Center, who would all have a conflict of interest because of their material interest in our accreditation outcome.

## Evidence Inventory Strategy

JTS has included the construction and maintenance of the Evidence Inventory into the quarterly reports produced by Standards Working Groups. We are using the Evidence Inventory template provided by Middle States to curate the most important evidence highlighted in our self-study. Working groups are also maintaining OneDrive folders, duplicated in a SharePoint maintained by the Office of Academic Affairs, that contains everything that groups have gathered as part of their work. These digital folders will also be available to evaluators should they seek evidence outside of that curated in our inventories.

Each Working Group is compiling evidence in a designated folder for their Standard on our MSCHE Self-Study Teams site, while concurrently updating their Evidence Inventory for their standard with the title of the document they have added. The group's current version of their Evidence Inventory is submitted alongside their quarterly report.

Groups are encouraged to upload everything that they believe could be potentially useful to the self-study to the Evidence folder in their channel on the Teams site. Working Groups will then use their meetings to curate evidence and identify areas of focus. The final Evidence Inventory for each group should consist of both a tightly curated table (the Evidence Inventory table given to each group) as well as a folder with all evidence that the group has gathered under the rubric of their standard.

When uploading files, working groups are responsible for clearly naming and dating each document directly in the file name (Name of Document + Date.doc/.pdf). Files should only be submitted in Word doc (.doc) or PDF format; no other file types will be used.

As we did for our 2016 Self-Study, we expect to hire a part-time assistant in AY 2023-2024 to assist with the organization and naming of all evidence files. JTS will use OneDrive for the final storage of all evidence documents and to provide access to the evaluations team to all of the evidence compiled.

## Preliminary Inventory of Evidence and Supporting Documents

The following is not an exhaustive list of evidence; we expect groups to all compile much more evidence than what is listed here. This preliminary inventory is just a foundation for the work that groups are undertaking and to provide members with an idea of the material that is expected.

### Standard 1: Mission and Goals

- ◆ 2022 Strategic Plan and associated documentation
- ◆ Branding initiative (JTS Brand Guide)
- ◆ Revised website
- ◆ Interim reports on Context program, development outreach, expanded learning opportunities on the web, public events, arts initiatives
- ◆ Other new/expanded program announcements and surveys: Lectures, Center of Pastoral Education, Just City, Jewish Ethics programs
- ◆ Allocated financial reports directed to support outreach to new constituencies
- ◆ Information on recent hires related to goals: Vice Chancellor of Religious Life, reorganized Office of Development, others

### Standard II: Ethics and Integrity

- ◆ Provost and Associate Provost Reports
- ◆ Human Resources, faculty committee, and Deans' records related to grievance procedures
- ◆ Annual Performance Review forms
- ◆ General Counsel Guidelines
- ◆ Faculty Handbook
- ◆ Staff Handbook
- ◆ Assessment and evaluation processes for offices related to Ethics and Integrity, including Human Resources, Legal Counsel, Finance

### Standard III: Design and Delivery of the Student learning Experience

- ◆ Sample syllabi
- ◆ Committee on Instruction minutes
- ◆ Faculty Handbook
- ◆ Student course evaluations

- ◆ Analysis of a sample of assessment tools used in key JTS courses
- ◆ Final papers and rubric assessment from “capstone” courses
- ◆ Academic Bulletins
- ◆ Reports on analyzing pandemic response strategies in educational programs (Summer 2020 programs analysis, Fall 2020 student surveys)
- ◆ Map of general education curriculum articulation with Columbia/Barnard through joint program
- ◆ Syllabus guidelines and templates
- ◆ Evidence of faculty training and development
- ◆ Hiring requirements

#### **Standard IV: Support of the Student Learning Experience**

- ◆ Student application trend data
- ◆ Student satisfaction surveys
- ◆ Departmental goals and planning reports
- ◆ Informational materials provided to prospective and admitted students
- ◆ Guide to Student Life (policies/procedures)
- ◆ Records related to the operation of the JTS Counseling Center and help lines
- ◆ Exit Interviews
- ◆ Graduation surveys
- ◆ Focus groups with student leaders and residence hall staff
- ◆ Overview of financial aid offerings
- ◆ Assessment of financial aid packages
- ◆ Information related to recent hires, i.e. job descriptions and hiring of Vice Chancellor for Religious Life, any others

#### **Standard V: Educational Effectiveness Assessment**

- ◆ Enrollment statistics, trends, and projection reports
- ◆ Retention and graduate rate reports
- ◆ Area goals and planning reports
- ◆ Sample curriculum maps
- ◆ Sample rubrics
- ◆ Five-Year Plan for Faculty Development
- ◆ Summary of Hebrew Placement Exam results
- ◆ Academic assessment plans (samples from schools, academic areas, degrees, and concentrations)
- ◆ Academic operational plans (samples from schools, academic areas, degrees, and concentrations)
- ◆ Joint program and consortium agreements
- ◆ Transfer articulation agreements
- ◆ Course Proposal forms

- ◆ Agendas and minutes of the Committee on Instruction, Faculty Assembly, School, and Academic Area meetings
- ◆ List College Strategic Plan
- ◆ Davidson School Strategic Plan
- ◆ Kekst Graduate School Strategic Plan
- ◆ New Rabbinical School curriculum and program plan

### **Standard VI: Planning, Resources, and Institutional Improvement**

- ◆ Annual Financial Audits
- ◆ Annual IPEDS Reports
- ◆ JTS 2022 Strategic Plan
- ◆ Financial Reports to Trustees
- ◆ IT Department Strategic Plan
- ◆ IT Operational Handbook
- ◆ IT Support Ticket data and analysis
- ◆ Infrastructure Plans
- ◆ Facilities Master Plans
- ◆ Infrastructure Life-Cycle Management Plan
- ◆ 21<sup>st</sup> Century Campus
- ◆ Information related to recent hires, i.e. job descriptions and hiring of Vice Provost for Digital and Continued Learning, Vice Chancellor of Operations, Assistant to Vice Chancellor

### **Standard VII: Governance, Leadership, and Administration**

- ◆ Board and committee minutes (with particular focus on Governance and Audit)
- ◆ Process statements for developing and implementing policies
- ◆ Organizational Chart Workgroup
- ◆ Documents and guidelines for the evaluation of senior leadership
- ◆ Assessment of the process by which JTS appointed a new chancellor in 2020 and a new provost in 2020
- ◆ 2022 Strategic Plan





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# Appendix: Evidence Inventory Templates

## Requirements of Affiliation Evidence Inventory

To be eligible for, to achieve, and to maintain Middle States Commission on Higher Education accreditation, an institution must demonstrate that it fully meets the following Requirements of Affiliation. Compliance is expected to be continuous and will be validated periodically, typically at the time of institutional self-study and during any other evaluation of the institution’s compliance. Once eligibility is established, an institution then must demonstrate on an ongoing basis that it meets the Standards for Accreditation.

Requirement of Affiliation	Documents, Processes, Procedures
<p>1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency within the Middle States region (Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, and the U.S. Virgin Islands), as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates.</p>	
<p>2. The institution is operational, with students actively pursuing its degree programs.</p>	
<p>3. For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place (Step 7 of the initial accreditation process), unless the</p>	<p>Not applicable</p>

<p>institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate appropriate learning outcomes.</p>	
<p>4. The institution’s representatives communicate with the Commission in English, both orally and in writing.</p>	
<p>5. The institution complies with all applicable government (usually Federal and state) policies, regulations, and requirements.</p>	
<p>6. The institution complies with applicable Commission, interregional, and inter-institutional policies. These policies can be viewed on the Commission website, <a href="http://www.msche.org">www.msche.org</a>.</p>	
<p>7. The institution has a statement of mission and goals, approved by its governing body that defines its purpose within the context of higher education.</p>	
<p>8. The institution systematically evaluates its educational and other programs and makes public how well and in what ways it is accomplishing its purposes.</p>	
<p>9. The institution’s student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality.</p>	
<p>10. Institutional planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments.</p>	

<p>11. The institution has documented financial resources, funding base, and plans for financial development, including those from any related entities (including without limitation systems, religious sponsorship, and corporate ownership) adequate to support its educational purposes and programs and to ensure financial stability. The institution demonstrates a record of responsible fiscal management, has a prepared budget for the current year, and undergoes an external financial audit on an annual basis.</p>	
<p>12. The institution fully discloses its legally constituted governance structure(s) including any related entities (including without limitation systems, religious sponsorship, and corporate ownership). The institution’s governing body is responsible for the quality and integrity of the institution and for ensuring that the institution’s mission is being carried out.</p>	
<p>13. A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution’s district/system or other chief executive officer shall not serve as the chair of the governing body.</p>	
<p>14. The institution and its governing body/bodies will make freely available to the Commission accurate, fair, and</p>	

<p>complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities.</p>	
<p>15. The institution has a core of faculty (full-time or parttime) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution’s educational programs.</p>	



## Evidence Inventory for Standard I: Mission and Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard I Criteria	Documents, Processes, Procedures
<p>1. Clearly defined mission and goals that:</p> <ul style="list-style-type: none"> <li>a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;</li> <li>b. address external as well as internal contexts and constituencies;</li> <li>c. are approved and supported by the governing body;</li> <li>d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curriculum development, and the definition of institutional and educational outcomes;</li> <li>e. include support of scholarly inquiry and creative activity, at all levels and of the type appropriate to the institution;</li> <li>f. are publicized and widely known by the institution's internal stakeholders;</li> <li>g. are periodically evaluated.</li> </ul>	
<p>2. Institutional goals are realistic, appropriate to higher education and consistent with mission.</p>	
<p>3. Institutional goals focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and</p>	



student support programs and services; and are consistent with institutional mission.	
4. Periodic assessment of mission and goals to ensure that they are relevant and achievable.	

## Evidence Inventory for Standard II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard II Criteria	Documents, Processes, Procedures
1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.	
2. A climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.	
3. A grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably.	
4. JTS adheres to the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents.	
5. Fair and impartial practices in the hiring, evaluation, promotion, discipline and separation of employees.	
6. Honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.	
7. As appropriate to mission, services or programs in place:	

<ul style="list-style-type: none"> <li>a) to promote affordability and accessibility, and;</li> <li>b) to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.</li> </ul>	
<p>8. Compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding:</p> <ul style="list-style-type: none"> <li>a) The full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;</li> <li>b) The institution's compliance with the Commission's Requirements of Affiliation;</li> <li>c) Substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion;</li> <li>d) The institution's compliance with the Commission's policies.</li> </ul>	
<p>9. Periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.</p>	

## Evidence Inventory for Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program

pace/schedule, level, and setting are consistent with higher education expectations.

<b>Standard III Criteria</b>	<b>Documents, Processes, Procedures</b>
<p>1. Certificate, undergraduate, graduate and/or professional programs leading to a degree or other recognized higher education credential, designed to foster a coherent student learning experience and to promote synthesis of learning.</p>	
<p>2. Student learning experiences that are:</p> <ul style="list-style-type: none"> <li>a) designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;</li> <li>b) designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are qualified for the positions they hold and the work they do;</li> <li>c) designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are sufficient in number;</li> <li>d) designed, delivered, and assessed by faculty(full-time or part-time) and /or other appropriate professionals who are provided</li> </ul>	

<p>with and utilize sufficient opportunities, resources, and support for professional growth and innovation;</p> <p>e) e. designed, delivered, and assessed by faculty (full-time or part-time) and /or other appropriate professionals who are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.</p>	
<p>3. Academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.</p>	
<p>4. Sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.</p>	
<p>5. At institutions that offer undergraduate education: A general education program, free standing or integrated into academic disciplines, that:</p> <p>a) offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;</p> <p>b) offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral</p>	

<p>and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;</p>	
<p>6. In institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula.</p>	
<p>7. Adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third party providers</p>	
<p>8. Periodic assessment of the programs providing student learning opportunities.</p>	

## Evidence Inventory for Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Standard IV Criteria	Documents, Processes, Procedures
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<p>1. Clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:</p> <ul style="list-style-type: none"> <li>a) accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;</li> <li>b) a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals;</li> <li>c) orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;</li> <li>d) processes designed to enhance the successful achievement of students' educational goals including certificate and degree completion, transfer to other institutions, and post-completion placement.</li> </ul>	
<p>2. Policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches.</p>	
<p>3. Policies and procedures for the safe and secure maintenance and appropriate release of student information and records.</p>	



<p>4. If offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.</p>	
<p>5. If applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers.</p>	
<p>6. Periodic assessment of the effectiveness of programs supporting the student experience.</p>	

## Evidence Inventory for Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard V Criteria	Documents, Processes, Procedures
<p>1. Clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission</p>	
<p>2. Organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ul style="list-style-type: none"> <li>a) define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;</li> <li>b) articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They should collect and provide data on the extent to which they are meeting these goals;</li> <li>c) support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.</li> </ul>	

<p>3. Consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution’s mission, such uses include some combination of the following:</p> <p>a) assisting students in improving their learning;</p>	
<p>b) improving pedagogy and curriculum;</p> <p>c) reviewing and revising academic programs and support services;</p> <p>d) planning, conducting, and supporting a range of professional development activities;</p> <p>e) planning and budgeting for the provision of academic programs and services;</p> <p>f) informing appropriate constituents about the institution and its programs;</p> <p>g) <b>improving key indicators of student success, such as retention, graduation, transfer, and placement rates; *and,</b></p> <p>h) implementing other processes and procedures designed to improve educational programs and services.</p> <p>*required</p>	
<p>4. If applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers</p>	

5. Periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness.	
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## Evidence Inventory for Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard VI Criteria	Documents, Processes, Procedures
1. Institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	
2. Clearly documented and communicated planning and improvement processes that provide for constituent participation and incorporate the use of assessment results	
3. A financial planning and budgeting process that is aligned with the institution's mission and goals, evidencebased, and clearly linked to the institution's and units' strategic plans/objectives.	
4. Fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered.	
5. Clear assignment of responsibility and accountability	

<p>6. Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes.</p>	
<p>7. An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter</p>	
<p>8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals.</p>	

## Evidence Inventory for Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Standard VII Criteria	Documents, Processes, Procedures
1. A clearly articulated and transparent governance structure that outlines its roles, responsibilities and accountability for decision making by each constituency, including governing body, administration, faculty, staff, and students.	



<p>2. A legally constituted governing body that:</p> <ul style="list-style-type: none"><li>a) serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal wellbeing of the institution;</li><li>b) has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;</li><li>c) ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;</li><li>d) oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;</li></ul>	
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<ul style="list-style-type: none"> <li>e) plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;</li> <li>f) appoints and regularly evaluates the performance of the Chief Executive Officer;</li> <li>g) is informed in all its operations by principles of good practice in board governance;</li> <li>h) establishes and complies with a written conflict of interest policy designed to ensure that impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest; and,</li> <li>i) supports the Chief Executive Officer in maintaining the autonomy of the institution.</li> </ul>	
<p>3. A Chief Executive Officer who:</p> <ul style="list-style-type: none"> <li>a) is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;</li> <li>b) has appropriate credentials and professional experience consistent with the mission of the organization;</li> <li>c) has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating</li> </ul>	

<p>resources, and directing the institution toward attaining the goals and objectives set forth in its mission;</p> <p>d) has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.</p>	
<p>4. An administration possessing or demonstrating:</p> <p>a) an organizational structure that is clearly defined and that clearly defines reporting relationships;</p> <p>b) an appropriate size and with relevant experience to assist the Chief Executive Officer in fulfilling his/her roles and responsibilities;</p> <p>c) members with credentials and professional experience consistent with the mission of the organization and their functional roles;</p> <p>d) skills, time, assistance, technology, and information systems expertise required to perform their duties;</p> <p>e) regular engagement with faculty and student in advancing the institution's goals and objectives;</p> <p>f) systematic procedures for evaluating administrative units and for using assessment data to enhance operations.</p>	
<p>5. Periodic assessment of the effectiveness of governance, leadership, and administration.</p>	