

LONG ISLAND UNIVERSITY
Memorandum

To: Provosts Timothy H. Bishop '81, Gale Stevens Haynes '72, '76, and Joseph Shenker
Associate Provosts Barbara Grumet, Marlyne Hynds and Nancy Low

From: R. H. Red Owl
Co-Chair, University-wide Middle States Steering Committee

Date: April 20, 2001

RE: Middle States Decennial Review – Self-Study Design

As you know, the University's Self-Study Design must be submitted to Dr. George Santiago, Jr. for his approval by May 21, 2001. A draft proposal of the Design will be distributed to members of the University-wide Steering Committee for review. The Committee will then meet to suggest changes, make other recommendations and approve the final Design before it is submitted to Dr. Santiago. Because of the severe time constraints of this process, I need to receive the information requested in this memo **by Monday, April 30th**.

University Center staff will prepare a one- to two-page introduction to the Self-Study Design describing the University's organizational structure, unique characteristics and the complexities of this multi-campus institution. The introduction also will describe briefly the University's 70 additional instructional sites, study abroad programs, the number of students, faculty and administrators, and other general University-wide information.

As noted in *Designs for Excellence* and reiterated by Dr. Santiago, the Design must include the following ten critical elements. For each of the elements, I have indicated the material I need from your campus and the material University Center staff will provide. Bonnie Borenstein will coordinate the process of collecting information from the regional campuses.

1. Nature and Scope of Self-Study

University Center: Identify the Self-Study model chosen and offer rationale for the approach that will be utilized. As you know, the University will use the "Comprehensive Model" because that design allows for the widest review of our complex, multi-campus institution and offers the best opportunity for organizational learning and growth across all parts of the University.

Provosts: Identify in a brief (one-page) narrative the major changes in mission and/or programs that have occurred over the past ten years on your campuses.

2. Specific Goals and Objectives

University Center: Prepare University-wide statement of what the University hopes to achieve in conducting the self-study.

Provosts: Please describe the campus-specific goals that describe what your Campus Accreditation Review Committee intends to accomplish as a result of the self-study and campus-specific objectives (i.e., the activities in which you will engage during self-study to accomplish your goals).

3. Organizational Structure of the Steering Committee and Subcommittees

University Center: Describe the organizational structure of the University-wide Steering Committee and its four subcommittees (Mission, Goals and Objectives; Strategic Planning and Resource Allocation; Financial Resources and Development; and Governing Board) and provide each member's name and title in an academic or administrative area.

Provosts: 1) Prepare a one- to two-sentence description of the role and responsibility of the Campus Accreditation Review Committee and of each subcommittee, and 2) Provide the name of each committee or subcommittee member, along with each member's title and administrative or academic area. For the sake of consistency and uniformity, I have asked Syria Carrington and Heather Gibbs to prepare a template for your staff to use in preparing this information. The template will be sent to you via e-mail.

4. Charges to the Subcommittees

University Center: Provide general, institution-wide questions, based on examples provided in *Designs for Excellence* (pp. 23-34).

Provosts: Provide campus-specific questions, based on topics in *Characteristics of Excellence*, that will guide the campus subcommittees in their work. Middle States requires that these questions also address additional locations, distance learning, study abroad programs, and non-degree or non-credit programs.

Subcommittees should be given charges that require analytical (not descriptive) responses. (Example 1: "Does the campus mission statement reflect current programs, services and planning priorities?" not "What is the campus mission statement?" Example 2: "How effective is the academic review process? What changes have been implemented as a result of these reviews?" not "What is the process for reviewing academic programs?")

Other parameters, including schedules for submitting iterations of the report and maximum length of draft reports, also should be delineated in the charges to the subcommittees.

5. Outcomes Assessment

University Center: Prepare statement describing the roles of Institutional Research and Information Technology in providing data that will be used to inform the Self-Study Report.

Provosts: Please provide descriptions of how outcomes assessment data will be used in the campus Self-Study and the procedures that will be used to collect and analyze data. You may include list(s) of existing instruments and data sources that can or will be used (e.g., questionnaires, surveys, etc.).

6. Inventory of Support Documents

University Center: Prepare a list of University-wide documents that will be used as resources throughout the self-study process. The University-wide list includes: University Mission Statement, Middle States publications, Middle States Periodic Review Reports, State and Federal reports, Long Island University Profile, minutes of Board of Trustees meetings, Statutes and collective bargaining agreements.

Provosts: Prepare a list of campus-specific documents that will be used as resources throughout the self-study process. List only those documents that have been identified as relevant to the focus of the self-study. It is unnecessary to prepare an exhaustive list of campus documents. You should include a statement on where documents will be housed or located. For the sake of consistency and uniformity, I have asked Syria Carrington and Heather Gibbs to prepare a template for your staff to use in preparing this information. The template will be sent to you via e-mail.

Examples of materials that may be included in the Inventory are: campus mission statement, Provost's vision statement, campus strategic plan, campus master plan, campus enrollment plan, outcomes assessment plan, view books, committee reports, minutes from Faculty Senate meetings, findings from recent initiatives, catalogs, publications, handbooks, campus newspapers, newsletters.

7. Timetable

University Center: A general timetable for the Self-Study process, Middle States visits and report submission was included as a table within the memo from Co-Chairs of the University-wide Steering Committee (dated March 21, 2001). That document will be reviewed and updated as necessary.

Provosts: None.

8. Editorial Style and Format

University Center: A comprehensive “Style Guide for Preparing Middle States Self-Study and Campus Accreditation Review Reports” was included (as Attachment I) as part of the materials from Co-Chairs of the University-wide Steering Committee (March 21, 2001).

Provosts: Please ensure that the “Style Guide” is photocopied and distributed to members of the subcommittees who are responsible for writing specific sections of the Campus Accreditation Review Reports.

9. The Format of the Self-Study Report

University Center: Co-Chairs of the University-wide Steering Committee will prepare a description of the organization and structure that will be used for the final self-study report.

Provosts: None.

10. Profile of the Evaluation Team

University Center: Prepare general recommendations on the types of evaluation team members that should be selected to visit Long Island University at the conclusion of the self-study process.

Provosts: Please provide a statement on specific areas or major programs in which it would be helpful for at least one member of the evaluation team to have special expertise.

Please use *Designs for Excellence* as an additional resource in compiling the information requested above. You also may refer to the materials provided by Dr. Santiago to the campus representatives who attended Middle States’ Self-Study Institute in October 2000. Questions about the Self-Study Design or other information requested in this memo may be addressed to Syria Carrington (516-299-3922), Heather Gibbs (516-299-4251), or me (516-299-2501).

Thank you for helping us move this process along. I appreciate that this is a very busy time for the campuses and University Center, but we must submit the Self-Study Design to Middle States by May 21st – and a lot of work must be done before that can happen.

cc: David J. Steinberg, President
Michael E. Arons, Co-Chair, University-wide Middle States Steering Committee