

UNIVERSITY-WIDE SELF-STUDY DESIGN

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UNIVERSITY-WIDE SELF-STUDY DESIGN

Overview of the Institution and Mission

The University

Long Island University was chartered by the New York State Board of Regents in 1926 in Brooklyn, New York, as a non-sectarian, coeducational, privately supported university to provide “effective and moderately priced education” to people from “all walks of life.” Admissions to the University from its beginning have been based on merit and promise, and its students have included large numbers of immigrants and children of immigrants seeking to achieve the American Dream.

Today, Long Island University maintains three residential campuses plus three regional campuses in the New York/Long Island metropolitan region, and it offers courses at a variety of additional locations, including seven academic centers abroad and ships operating in both the Atlantic and Pacific Oceans. Over the past 74 years the University has evolved into one of the ten largest independent, non-profit universities in the United States, enrolling more than 22,300 students in credit-bearing courses and 7,100 non-credit students in Fall 2000. Its students may choose from 178 undergraduate degree programs, 57 dual-degree programs, 160 master’s degree and advanced certificate programs and six doctoral programs (Ph.D., Psy.D. and Pharm.D.).

Faithful to its mission of *excellence and access*, Long Island University serves a highly diverse student body, which includes many non-traditional students. The average age of undergraduates is 24 and of graduate students is 33, and approximately two-thirds of the students are female. Students represent a variety of racial and cultural backgrounds: White, Non-Hispanic (47%); Black, Non-Hispanic (33%); Hispanic

(12%); Asian and Pacific Islander (8%); and American Indian/Alaskan native (1%). Further, a substantial proportion of the University's White, Non-Hispanic students have emigrated from Eastern Europe in the past decade, adding to the cultural and linguistic diversity of the institution. Approximately 9 of 10 undergraduate students and about half of the University's graduate students receive some form of financial aid. The median Adjusted Gross Family Income of students receiving financial aid last Fall ranged from \$25,500 at the Brooklyn Campus to about \$46,000 at Southampton College and about \$60,000 at the C.W. Post Campus. Headcount enrollment of credit-earning students has grown from 19,310 in Fall 1994, the first year after the last Middle States Self-Study, to 22,334 last Fall.

The University employs about 2,100 full-time and 1,800 part-time employees, including faculty. Full-time faculty numbered almost 700 in Fall 2000, and approximately 1,500 adjunct faculty members taught at least one course during the past academic year. Approximately 90 percent of the regular faculty members hold a doctorate or other appropriate terminal degree, and about half of the full-time faculty members have been appointed in the decade since the last Middle States Self-Study. While the faculty remain committed to excellence in teaching as the highest priority of the institution, it has become much more active in scholarly research and in service than ten years ago.

The University's operating budget for Fiscal Year 2000/01 includes total net revenues of \$250 million (new GAAP), after adjusting for more than \$37 million in University-funded scholarships financed through general operating funds. When University-financed scholarships and restricted funds are included, the University's "All-

funds Budget” for the current year exceeds \$324 million. The University is largely tuition-driven and reported a modest endowment of about \$44.3 million at the close of the past Fiscal Year. Private giving has been increasing in all categories (major gifts, annual fund, special events, and deferred giving), and the University will announce a major capital campaign in December 2001, beginning a year-long celebration of its 75th anniversary. Since 1985, the institution has authorized or spent more than \$200 million for new buildings and major renovations, and new buildings have been constructed or begun on each of the residential campuses and the Westchester Graduate Campus in the last two years. The Capital Plan calls for additional construction totaling more than \$200 million over the next several years, including a Wellness Center/Gymnasium at the Brooklyn Campus, a School of Education Building at the C.W. Post Campus, and a new Library and Marine Science Facility at Southampton College.

Although the University operates on multiple campuses, it is chartered as a single institution and operates through a single organizational structure, splitting responsibilities between the University Center (central administration) and the campuses. The institution is governed by a single 46-member Board of Trustees and is led by one President, who has served as its chief executive for the past 16 years. The Academic deans, the University Dean of Continuing Studies and the Dean of University Libraries all report to a single Vice President for Academic Affairs in the University’s central administration, providing for an integrated academic program across the entire institution. The three residential campuses are headed by Provosts, who report to the University President and serve as the chief operating officers of their respective campuses. The Provosts have responsibilities for enrollment management, finance and administration, student and

academic support services, facilities management, public safety, and coordinate closely with the Academic Vice President and other university officers. Each of the three regional campuses is managed by an Associate Provost. The University's finances are managed by a single Vice President for Finance and Treasurer, and other officers with university-wide responsibilities include the Vice President for Legal Affairs/University Counsel, the Vice President for Planning, and the Vice President for University Relations.

The University's campuses, special programs and other locations are highlighted briefly below.

Brooklyn Campus

- **Established:** 1926
- **Location:** Brooklyn's vibrant urban center
- **Full-Time Faculty in Fall 2000:** 295
- **Fall 2000 Enrollment:** 5,554 Undergraduates, 2,228 Graduate Students
- **Degrees Offered:** Associate, Bachelor, Certificate, Dual, Master's, Advanced Certificate, Pharm.D. and Ph.D. (Clinical Psychology and Pharmaceutics)
- **Buildings and Grounds:** 11 buildings on 11 acres. The 90,000 square-foot Zeckendorf Building was opened in 1994 to house Health Sciences and Health Professions programs. In the past three years, two floors of the Humanities Building have been renovated at a cost of more than \$2 million. (A third floor will be renovated in the near future at an additional cost of about \$4 million.) More than \$3 million has been spent in developing laboratories and upgrading the HVAC

system for the Metcalfe Building. The 70,000 square-foot Pratt Center for Academic Studies opened in Spring 2001 and represents a \$27 million construction project.

C.W. Post Campus

- **Established:** 1954
- **Location:** suburban Long Island in Brookville, New York
- **Full-Time Faculty in Fall 2000:** 304
- **Fall 2000 Enrollment:** 4,585 Undergraduates, 3,595 Graduate Students
- **Degrees Offered:** Associate, Bachelor, Certificate, Dual, Master's, Advanced Certificate, Psy.D. and Ph.D. (Information Studies)
- **Buildings and Grounds:** 60 buildings on 307.9 acres. The former Hutton mansion was renovated in 1997 at a cost exceeding \$3 million. The \$18 million, 78,000 square-foot Pratt Recreation Center (housing a 3,500-seat gymnasium, eight-lane swimming pool and other recreation facilities) is under construction and will open in 2002. (The former Field House is being renovated and will become an integral part of the new Recreation Center.) More than \$4 million was expended in the current year to create the Arnold S. Winnick Student Center. Construction will begin soon on an \$8 million project to restore the historic C.W. Post mansion and Great Hall, creating the Gary Winnick Mansion. Planning and architectural design is well underway for major renovations to the Admissions Building, funded by a generous gift from the Mullarkey family.

Southampton College

- **Established:** 1963
- **Location:** rural Long Island in Southampton, New York, on the shore of the Atlantic Ocean
- **Full-Time Faculty in Fall 2000:** 71
- **Fall 2000 Enrollment:** 1,324 Undergraduates, 197 Graduate Students
- **Degrees Offered:** Bachelor, Certificate, Dual, Master's, and Advanced Certificate
- **Buildings and Grounds:** 43 buildings on 110 acres. Chancellors Hall, a new 37,000 square-foot academic building, was opened in 1999 for a total construction cost of \$11.5 million. Significant improvements to the roadways, grounds and dormitories were also made within the last three years. A new \$10 million, 27,000 square-foot Library is currently under architectural design. Also anticipated for construction in is a 7,500 square-foot marine science facility, to be built at an estimated cost of about \$3.2 million.

Brentwood, Rockland and Westchester Campuses

The University's three regional campuses offer complete degree programs in selected fields and serve commuter students. The regional campuses are located in Brentwood (Brentwood Campus established in 1959), Orangeburg (Rockland Graduate Campus established in 1980) and Purchase (Westchester Graduate Campus established in Dobbs Ferry in 1975 and moved to the campus of SUNY/Purchase in 1999). Their combined enrollment was approximately 1,400 students in Fall 2000. They primarily offer graduate and professional degrees in business, public administration, health care and education.

Arnold and Marie Schwartz College of Pharmacy and Health Sciences

The Arnold and Marie Schwartz College of Pharmacy and Health Sciences was founded in 1886 as the Brooklyn College of Pharmacy. It affiliated with Long Island University in 1926 and became a part of the University in 1979. It is now located on the Brooklyn Campus and trains more than one-quarter of the pharmacists practicing in New York State. It offers a 5-year B.S. in Pharmacy (which is being phased out and replaced by an entry-level six-year Pharm.D.), several Master's degrees, the post-baccalaureate Pharm.D., and the Ph.D. in Pharmaceutics.

Friends World Program of Global Education

Founded as Friends World College in 1965, this non-traditional 4-year baccalaureate degree program became a unit of Long Island University in 1991. Its North American Center is located on the Southampton College campus, where its students begin their studies. They go on to live and study at two or more other academic centers operated by Long Island University in Africa, China, Costa Rica, England, India, Israel and Japan. The Africa Center was formerly located in Kenya and will move to Ghana in Fall 2001. Elements of the Friends World Program are currently under review; it is expected that certain changes will emerge as a result of consultation involving students, faculty and staff of the Program. The changes would be implemented effective for the Fall 2002 entering class.

Additional Instructional Sites and Other Locations

Through its various campus-based degree programs, the University offers credit-bearing courses at 14 additional locations and 70 other instructional sites. Examples of corporate sites include the Verizon building in Manhattan and Symbol Technology

headquarters on Long Island. Graduate instruction is offered at the U.S. Military Academy at West Point, at Pace University, and on the campus of New York University. Coursework is also offered at community centers such as Bushwick in Brooklyn, and in various public schools (primarily in connection with graduate degree programs in education for teachers) and health care centers.

The University Mission

From its beginning, Long Island University has pursued a mission that rests on the twin pillars of “excellence and access.” The existing mission statement of the University has not been reviewed in the past ten years and is currently being revised by a subcommittee of the University-wide Middle States Steering Committee. A draft of the revised mission statement was reviewed at a meeting of the full Steering Committee on May 11, 2001, and the subcommittee is now incorporating suggested changes in a follow-up draft. While the full restatement of the University Mission Statement and Vision have not been formally adopted, it is expected that the heart of the revised mission will be expressed with words to the following effect:

Long Island University is committed to providing *excellence and access* in independent, private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for educated lives – embracing many students whose life circumstances, economic means or previous academic opportunities might otherwise make private, higher education an impossible dream. Providing an excellent academic, artistic, and cultural learning environment, complemented by opportunities for experiential education and lifelong learning, the University offers its students access to the American dream of personal success and to the timeless and eternal goals of a liberal education, an expansive appreciation of one’s place in time and space, and a humane self-awareness of that which is important, beautiful, and ethically valid in life. Faithful to its historic motto, *urbi et orbi*, the University is dedicated to transforming the lives of its students, encouraging and enabling them to

experience the joys of a liberal education and to know the personal fulfillment of service “to the City and the World.”

This historic mission of “excellence and access” presents special challenges that will be reflected in the Self-Study. While the University has been successful in providing excellent educational programs for its students, it actively recruits and admits many students whose previous academic opportunities and economic means have been limited, who tend to be older on average than students at other private institutions, and who tend to be first-generation college students. Given these factors, key indicators of institutional effectiveness such as graduation and attrition rates and other student performance measures tend to appear to be less favorable at Long Island University than at many other private institutions of higher education with more restrictive and traditional admissions policies. In assessing its institutional achievements Long Island University focuses primarily, therefore, on a “value-added” perspective, which flows directly from the commitment to “excellence and access” in its mission.

Nature and Scope of the University-wide Self-Study

Over the past ten years, Long Island University and its campuses have experienced many significant changes. Additional doctoral programs have been established at both the College of Pharmacy and Health Sciences on the Brooklyn Campus (6-year Pharm.D. and Ph.D. in Pharmaceutics) and the C.W. Post Campus (Ph.D. in Information Studies). Many new undergraduate and master’s degree programs have been created, while several existing programs were disestablished on the University’s campuses during the last decade. A new School of Education was

established on the Brooklyn Campus in 1998. The Friends World Program at Southampton College, which had only been a part of Long Island University for about two years at the time of the last Middle States Self-Study, has since become fully integrated into the academic life of the institution. Additionally, individual degree programs at individual campuses have received new recognition or specialized accreditation (e.g., AACSB for business programs, CCNE for graduate nursing programs, CSWE for social work programs, ACOTE for occupational therapy programs, and others), and several other programs on individual campuses are currently in the process of seeking or planning for specialized accreditation.

A number of key academic leadership positions have changed since the last Self-Study. A new Vice President for Academic Affairs was appointed in 1995, and new deans have been appointed in Academic Affairs (Southampton College); Business, Public Administration and Computer Science (Brooklyn Campus); Education (Brooklyn Campus and C.W. Post Campus); Friends World Program (Southampton College); Liberal Arts and Sciences (C.W. Post Campus); Library and Information Science (C.W. Post Campus); and Nursing and Health Professions (C.W. Post Campus). The Provost of the C.W. Post Campus was appointed in 1995, and new Associate Provosts have been appointed in the past five years at both the Rockland Graduate Campus and the Westchester Graduate Campus.

Academic outcomes assessment programs have been established across the University and are beginning to yield effectiveness data and formative analyses critical to improved curricular and resource decision-making in the institution.

Strategic planning processes are now well established throughout the University, and, in 1998, the Board of Trustees adopted a new strategic and fiscal planning system for the overall institution. That new “Success Model” system uses interactive, dynamic computer models to forecast fiscal performance and enrollments under a variety of scenarios. The models, which have been developed for each of the University’s six campuses, enable the Trustees and Administration to test the expected effects of assumptions about enrollment prospects, tuition rates and fee schedules, tuition discount strategies, expenditure change rates, and special investments. The Success Models, which are reviewed regularly by both the Board’s Planning Committee and its Budget and Finance Committee, also provide important tools for goal-setting, performance monitoring, evaluation of assumptions, accountability.

Major new construction has taken place on all of the three residential campuses and at the new site of the Westchester Graduate Campus. At the Brooklyn Campus, the Humanities Building was renovated in 1999/2000 and a new Pratt Center for Academic Studies was opened in Spring 2001. At Southampton College a new academic building, Chancellors Hall, was opened in Spring 1999, several improvements have been made to the roadways and grounds, and plans for a new Library have been approved. At the C.W. Post Campus, the Arnold S. Winnick Student Center and the new Pratt Recreation Center are currently under construction. A new academic and office building is also under construction at the Westchester Graduate Campus, located on the grounds of SUNY/Purchase, and is expected to open in October 2001.

Many other important changes have occurred since the last Self-Study, and those changes are detailed later in this design document as part of the campus-level designs.

Given these significant changes, the complex nature of Long Island University, its multi-campus nature, the breadth and diversity of its 400-program academic curriculum, and the healthy tension that exists within an institution constantly seeking to balance the centrifugal and centripetal forces that characterize a centrally-led institution with multiple campuses, the University-wide Middle States Steering Committee chose to adopt the *Comprehensive Model* for self-study and has advised the campus Accreditation Review Committees that they should also address any areas of special emphasis or local concern. The overall institution and each of its campuses will be evaluated in the Self-Study based on the standards set forth in the 14 *Characteristics of Excellence* identified by the membership of the Middle States Commission.

The University-wide Steering Committee believes that the comprehensive approach based on a review of achievements and promise with respect to the *Characteristics*, complemented by the opportunity for selected special emphases on some campuses, provides the greatest opportunity for institutional self-reflection, organizational learning, and improvement. This design will be implemented using both centralized and decentralized approaches, appropriate to the organizational structure of Long Island University.

As elaborated later in this document, the overall Self-Study process will be overseen and directed by a University-wide Middle States Self-Study Steering Committee. At the same time, each of the three residential campuses (Brooklyn Campus, C.W. Post Campus, and Southampton College) have established Accreditation Review Committees that operate as local steering committees on their respective campuses and which coordinate with the University-wide Steering Committee. An additional

Accreditation Review Committee has been established to conduct a combined review of the three regional campuses (Brentwood Campus, Rockland Graduate Campus and Westchester Graduate Campus). The several Accreditation Review Committees will review not only programs on their own campuses but also off-campus sites, additional locations and distance learning programs that are overseen by administration or faculty at their campuses.

The University-wide Steering Committee is representative of all parts and constituencies of the University and includes leadership from the residential campuses' Accreditation Review Committees and the Regional Campuses Accreditation Review Committee. (The subcommittees and task forces of the University-wide Steering Committee and the several campus Accreditation Review Committees are described in a later section.)

Under this centralized/decentralized research approach, each of the four campus Accreditation Review Committees will conduct comprehensive self-studies of their respective programs in terms of the *Characteristics*, and may address other issues of special interest or local concern. The University-wide Steering Committee will receive regular reports on progress on the Self-Study processes at the campuses, and the campus reports will be shared with the University-wide Committee as they evolve from draft, through the public comment phase, to the final form. At the same time, the University-wide Steering Committee will consider the 14 Characteristics from a whole-University perspective, informed by the campus level studies and by additional information that it may develop. Further, the University-wide Steering Committee will focus special attention on those Characteristics that in the Long Island University organizational

structure are heavily centralized (e.g., Governance Board, Planning and Resource Allocation, Financial Resources, Facilities) and on other issues of institution-wide interest or concern. One important issue of institution-wide interest to the University-wide Steering Committee is the degree to which the University has succeeded in maximizing the advantages of being “one University” (as opposed to an amphictyony, a formal federation or a system of independent campuses), while simultaneously drawing benefits from the diversity of its several, distinct campuses and programs.

Specific Goals and Objectives of the Overall Self-Study

Drawing from the University’s revised mission and vision statements (still in draft), the University-wide Steering Committee has selected “Excellence and Access” as the theme of the Self-Study. Much more than a motto, this theme reflects the core values of the institution across all of its campuses and programs provides the ultimate standard against which the University will judge its success and progress and identify opportunities for improvement and advancement.

Each of the campus-level Accreditation Review Committees has identified specific goals and objectives for the campus-level components of this Self-Study, and those are described in detail in later, campus-specific sections in this design document. In addition, the University hopes to achieve the following overall goals and objectives from this Self-Study process:

1. Assess and revise, in light of the progress of the institution and changes in its environment over the past decade, the University's vision, mission and current goals, which guide the University in all of its activities and programs;
2. Identify those qualities which bind the elements of this geographically-diverse, multi-campus, complex University together into a cohesive whole greater than its parts, and determine how those qualities may be strengthened and enhanced for the greater good of the overall institution and its several campuses and specialized programs. Also identify the value to be derived from sharing academic programming and resources across campuses;
3. Assess the performance and effectiveness of the overall institution – beyond the performance of its individual campuses – on each of the standards set forth in the *Characteristics of Excellence in Higher Education* (1994) of the Middle States Commission on Higher Education. Those standards, modified to meet the specific needs of this Self-Study, are:
 - Mission, Goals and Objectives
 - Institutional Integrity
 - Students, Campus Life, Cultural Activities and Athletics
 - Faculty
 - Educational Program and Curricula
 - Library, Educational Technology and Other Learning Resources
 - Facilities, Equipment and Other Resources
 - Institutional Effectiveness and Outcomes
 - Strategic Planning and Resource Allocation
 - Financial Resources and Development
 - Organization, Administration and Governance
 - Governing Board

- Alumni and Community Relations, Marketing, Catalogs and Publications
 - Institutional Change and Renewal
4. Provide a formal opportunity for members of the University community to renew and strengthen their dedication to the institution's mission and their personal roles in working on their home campuses and across campuses to advance that mission;
 5. Engage the entire University community in a process of critical and rigorous institutional self-reflection leading to the identification of opportunities for continued improvement in institutional, campus and personal effectiveness; and
 6. Identify unmet challenges and new opportunities that will lead to positive change in the institution and a greater capacity to fulfill its special obligations as one of the nation's ten largest private, non-profit institutions of higher learning.

Organizational Structure of the University-wide Steering Committee and Subcommittees

The University-wide Steering Committee is charged with overall responsibility for designing, overseeing, guiding and coordinating the Self-Study process. It is also charged to develop the final Self-Study Report for submission, after approval by the University Officers and Board of Trustees, to the Middle States Commission on Higher Education.

The University-wide Steering Committee is co-chaired by the Vice President for Planning, Dr. R. H. Red Owl, and the Vice President for Academic Affairs, Dr. Michael Arons. It is broadly representative of all six University campuses and includes faculty, faculty governance chairs, administrators, graduate and undergraduate students, alumni, trustees and community members.

**Long Island University
University-wide Middle States Steering Committee**

Brooklyn Campus	Gale Stevens Haynes, Provost
	John Brennan, Faculty Council Chair
	David Cohen, Dean
	Alfred DiMaio, Faculty
	Fernando Gonzalez '87, Pharmacy Alumni Representative
	Abe Kopolovich, Undergraduate Student Representative
	Gladys Schrynemakers, Special Assistant to the Provost
	Madiha Sidhom, Pharmacy Faculty Council Chair
	Morton Steuer '74, '76, Alumni Representative
	Elena Zulu, Community Representative
C.W. Post Campus	Joseph Shenker, Provost
	Margaret Boorstein, Faculty
	Sheila Gunther, Faculty Council Chair
	Robert Higgins '65, Alumni Representative
	Loretta Knapp, Faculty
	Pamela Lennox, Associate Provost for Campus Services
	Ed Shorin, Community Representative
Southampton College	Timothy Bishop, Provost
	Michael Brophy, Associate Provost
	Charles Hitchcock, Faculty Council Chair
	Nancy Nagle Kelly, Community Representative
	Margaret Madden, Dean
	V. Anthony Maggipinto '70, Alumni Representative
	Jessica Snug, Undergraduate Student Representative
Regional Campuses	Barbara Grumet, Associate Provost, Westchester Campus
	Marlyne Hynds, Associate Provost, Brentwood Campus
	Nancy Low, Associate Provost, Rockland Campus
	Jacqueline Becker, Graduate Student Representative

University Center	Michael Arons, VP for Academic Affairs
	Cynthia Boehlke, Associate VP for Capital Campaigns
	Bonnie Borenstein, Assistant VP for Academic Affairs
	Fred Foran, Associate VP for Budgets
	Nishan Najarian, University Dean for Continuing Studies
	R. H. Red Owl, VP for Planning and Professor of Education
Trustees	Roger Tilles, Chair, Board of Trustees
	Eugene Luntey, Chair, Academic Affairs Committee
	Theresa Mullarkey, Chancellor, C.W. Post Campus
	Robert Sillerman, Chancellor, Southampton College
	David Steinberg, President
	Ronald Sylvestri, Chancellor, Regional Campuses
	Edward Travaglianti, Chancellor, Brooklyn Campus
Other University Officers	Richard Gorman, VP for University Relations
	Mary Lai, VP for Finance and Treasurer
	George Sutton, VP for Legal Services and University Counsel
Professional Committee Staff	Syria Carrington, Director of Institutional Research
	Heather Gibbs, Assistant to the President

The University-wide Steering Committee is supported by four campus-level Accreditation Review Committees: Brooklyn Campus, C.W. Post Campus, Southampton College, and the Regional Campuses. The Accreditation Review Committees are described later in the campus-specific sections of this design document.

The University-wide Steering Committee also has five subcommittees:

Subcommittee on University Mission and Vision

Chair	R. H. Red Owl, Vice President for Planning
Members	Margaret Boorstein, Professor, C.W. Post Campus
	Alfred DiMaio, Professor, Brooklyn Campus
	Charles Hitchcock, Professor, Southampton College
	Marlyne Hynds, Associate Provost, Brentwood Campus
	Nishan Najarian, University Dean of Continuing Studies

Subcommittee on Governing Board

Chair	Roger Tilles, Chair of the Board of Trustees
Members	Thomas L. Pulling, Trustee and Chair of the Budget and Finance Committee
	Theresa Mall Mullarkey, Trustee and Chancellor of the C.W. Post Campus
	Robert F.X. Sillerman, Trustee and Chancellor of Southampton College
	Ronald Sylvestri, Trustee and Chancellor of the Regional Campuses
	Edward Travaglianti, Trustee and Chancellor of the Brooklyn Campus
	David J. Steinberg, President and Trustee
	R. H. Red Owl, Vice President for Planning and Liaison to the Board of Trustees

Subcommittee on Strategic Planning and Resource Allocation

Chair	R. H. Red Owl, Vice President for Planning
Members	Timothy Bishop, Provost of Southampton College
	Gale Stevens Haynes, Provost of Brooklyn Campus
	Joseph Shenker, Provost of C.W. Post Campus
	Mary M. Lai, Vice President for Finance and Treasurer
	George Sutton, Vice President for Legal Affairs and University Counsel

Subcommittee on Financial Resources and Development

Chair	Mary M. Lai, Vice President for Finance and Treasurer
Members	Cynthia Boehlke, Associate Vice President for Capital Campaigns and Planned Giving
	Fred Foran, Associate Vice President for Budgets
	George Sutton, Vice President for Legal Affairs and University Counsel
	R. H. Red Owl, Vice President for Planning

Subcommittee on University Relations

Chair	Richard W. Gorman, Vice President for University Relations
Members	Cynthia Boehlke, Associate Vice President for Capital Campaigns and Planned Giving
	Melodee Gandia, Associate Vice President for Development and Alumni Relations
	Robert Higgins, Alumnus of C.W. Post Campus
	Paola Kleinman, Associate Vice President for Marketing
	Paul Sherwin, Dean, College of Liberal Arts and Sciences, C.W. Post Campus
	Edward Shorin, Community Representative
	George Sutton, Vice President for Legal Affairs and University Counsel

Charges to the Campus Accreditation Review Committees and Subcommittees of the University-wide Steering Committee

Charge to Campus Accreditation Review Committees

The Accreditation Review Committees will serve as campus-level steering committees for the Brooklyn Campus (including the College of Pharmacy and Health Sciences), the C.W. Post Campus, Southampton College (including the Friends World Program), and the combined Regional Campuses (Brentwood Campus, Rockland Graduate Campus, and Westchester Graduate Campus). They will oversee the Self-Study processes on their respective campuses, make regular reports to the University-wide Steering Committee and provide campus reports for inclusion in the overall Self-Study to be submitted to the Middle States Commission on Higher Education. The research questions to be addressed by the Campus Accreditation Review Committees and their task forces are detailed later in the campus-specific sections of this design document.

Charge to Subcommittee on University Mission and Vision

The Subcommittee on University Mission and Vision will address the following research questions:

1. Does the University's vision and mission statement adequately reflect the current aspirations of Long Island University, its programs, services and priorities?
2. What steps should be taken to communicate the University's vision and mission more broadly to the University community and to inspire and encourage every member of the institution to renew his or her commitment to the values and purposes of the University?

Charge to Subcommittee on Governing Board

The Subcommittee on Governing Board will address the following research questions:

1. How effective is the Board of Trustees in each of the following areas?
 - a. Establishing and reviewing the aims, objectives and educational policies of the University;
 - b. Maintaining fiduciary responsibility and financial oversight of the University and assuring its financial stability and fiscal health;
 - c. Providing the resources, equipment and facilities necessary to fulfill the mission of the institution; and
 - d. Conceiving and implementing strategic and long-range plans for the advancement of the institution, appropriate to its mission and vision.

2. How effective are the current organizational structure and operating procedures of the Board?
3. How effective is the Board in obtaining additional financial resources and external support for the University's programs from public and private sources?
4. How effective is the Board in its communications with Administration, faculty, students, alumni and the general community?
5. How effective is the Board in representing the University to the public and advocating on the University's behalf?

Charge to Subcommittee on Strategic Planning and Resource Allocation

The Subcommittee on Strategic Planning and Resource Allocation will address the following research questions:

1. How effective are the Strategic Planning processes of the University in establishing appropriate goals and responsibilities for the institution and its campuses?
2. In what ways can the Strategic Planning processes of the several campuses and specialized programs of the University be coordinated more effectively with the overall planning processes of the University as a whole?
3. To what extent are the Strategic Plans of the University reflected in resource allocation decisions involving both operating revenues and capital expenditures?

4. To what extent are the Strategic Plans of the University reflected in curricular and programmatic decisions?

Charge to Subcommittee on Financial Resources and Development

The Subcommittee on Financial Resources and Development will address the following research questions:

1. Are the budgeted resources of the University sufficient to maintain academic, administrative, and facilities-related functions at appropriate levels?
2. To what extent do the standard performance indicators and financial ratios reflect a financially healthy institution? What are the short- and long-term prospects for the continued financial stability of the institution?
3. How effective are the University's capital planning and capital budgeting processes in foreseeing and addressing the facilities and equipment needs of the campuses and their academic programs?
4. How effective are the University's organization and processes for obtaining external funds from private giving, corporate and governmental sources? What are the prospects for continued improvement in these areas?

Charge to Subcommittee on University Relations

The Subcommittee on University Relations will address the following research questions:

1. How does the public perceive Long Island University? To what extent is that public perception consistent with the vision and mission of the University? In what ways can the University's image be better communicated to the public?
2. How effective are the University's media relations and institutional advertising programs on behalf of the campuses?
3. How effective are the University's internal communications and publications?
4. How effective are the University's community relations activities and organizational structure in building productive relations between the institution and its larger community?
5. How effective are the University's alumni relations efforts and organizational structure in maintaining communications with alumni and engaging alumni in the ongoing activities and life of the institution?

Outcomes Assessment

Over the past ten years, and especially during the past five-year period, the University has developed systematic programs and procedures for assessing the outcomes of its academic and co-curricular programs. To support that effort, the University re-established in 1997 an Office of Institutional Research and developed a Data Warehouse to provide information on outcomes assessment and key effectiveness indicators and to allow ongoing, formative program evaluation and management review.

Using centralized information resources from the Office of Institutional Research and the Data Center as well as decentralized information sources available on the campuses, the University-wide Steering Committee and the campus-level Accreditation Review Committees will incorporate outcomes assessment data extensively in the campus-level and University-wide Self-Studies. As these assessments are conducted almost exclusively on the campuses themselves, the details about how outcomes assessment data will be incorporated in the Self-Study are presented later in the campus-specific sections of this design document.

Inventory of Support Documents

Long Island University has developed a culture of self-reflection. A host of research materials, general information sources, official documents, reports of institutional, specialized accreditation studies and curricular analyses are available to the University-wide Steering Committee, its subcommittees and the campus-level Accreditation Review Committees. A comprehensive inventory of support documents, keyed to the 14 *Characteristics of Excellence* and attached to this design document as Appendix A, will be consulted in developing the Self Study.

Timetable

In order to effectively plan and implement the Self-Study process over an 18-month period, and in keeping with the schedule outlined in *Designs for Excellence*, the University-wide Middle States Steering Committee has adopted the following general timetable to guide its efforts during the Self-Study process.

**General Timetable for Middle States
Decennial Self-Study Process**

Approximate Date	Activity
March to April 2001	Organizational Meetings of Campus Accreditation Review Committees (Task Forces should be appointed at or before the first of these meetings.)
April 6, 2001	Organizational Meeting of University-wide Steering Committee (a subcommittee will be assigned at that meeting to review and revise the University Mission Statement)
April 10-12, 2001	Visit to the University by Dr. George Santiago, Jr., Executive Associate Director, Middle States Commission on Higher Education (includes a meeting with the University-wide Steering Committee)
Ongoing after March 2001, as called by the chairs of the Committees and Task Forces	Meetings of the Campus Accreditation Review Committees and Task Forces
May 11, 2001	Meeting of the University-wide Steering Committee to receive progress reports from Campus Accreditation Review Committees, review and approve a Revised University Mission Statement and review and approve consolidated proposed Self-Study Design
May 21, 2001	Self-Study Design due to Middle States
October 2001	Meeting of the University-wide Steering Committee to receive progress reports from Campus Accreditation Review Committees
February 2002	Meeting of the University-wide Steering Committee to receive progress reports from Campus Accreditation Review Committees
May 15, 2002	Draft Campus Accreditation Review Reports and Summaries of Significant Strengths, Weaknesses and Recommendations to be submitted to Co-Chairs of University-wide Steering Committee (drafts will be provided to members of the Steering Committee after preliminary acceptance by the Co-Chairs)

Approximate Date	Activity
May 22, 2002	Draft University-wide Overview and consolidated Summary of Significant Strengths, Weaknesses and Recommendations to be submitted to Co-Chairs of University-wide Steering Committee (drafts will be provided to members of the Steering Committee after preliminary acceptance by the Co-Chairs)
Fall 2002	Middle States Evaluation Team Chair Advance Visit
Early to mid-September 2002	Public meetings on the campuses (conducted by the respective Campus Accreditation Review Committees) to hear comments on draft Campus and University reports
Mid- to late September 2002 (after public meetings)	Meeting of University-wide Steering Committee to review draft Campus Accreditation Review Reports and draft University-wide Overview (including consolidated Summary of Significant Strengths, Weaknesses and Recommendations) and hear reports from public meetings
Early October, 2002	Revised Drafts of University-wide and Campus Reports due to Co-Chairs of the Steering Committee (revised drafts will be provided to the members of the Steering Committee after preliminary acceptance by the Co-Chairs)
Mid-October 2002	Meeting of University-wide Steering Committee to review and approve revised draft Campus Accreditation Review Reports and revised draft University-Wide Overview (including consolidated Summary of Significant Strengths, Weaknesses and Recommendations)
November, 2002 (as soon as possible after receiving recommendation of University-wide Steering Committee)	Approval of consolidated University Self-Study Report by University Officers
Mid-November 2002	Submission of consolidated University Self-Study Report to Board of Trustees
November / December 2002	Approval of consolidated University Self-Study Report by Board of Trustees
December 2002	Submission of consolidated University Self-Study to Middle States
Spring 2003 (3 or 4 days)	Middle States Evaluation Team Visit

Approximate Date	Activity
June 2003 (expected)	Action by Commission on Higher Accreditation to Reaffirm the Accreditation of the University at the regular Commission Meeting

Editorial Style and Format

Because the several Campus Accreditation Review Reports must be consolidated into a single, cohesive document, the University-wide Middle States Steering Committee has adopted a comprehensive style guide that prescribes the editorial style and format to be used within the Reports. The style guide establishes rules for word processing format, grammatical style, and many other details. The style guide is appended to the University-wide section of this Self-Study Design as Appendix B.

Format of the University-wide Self-Study Report

The University-wide Self-Study Report will consist of: (a) a University-wide Overview which will address University-wide topics such as finance, governing board and overall policy, (b) Self-Study Reports prepared by the Campus Accreditation Review Committees from the three residential campuses, and (c) a consolidated Self-Study Report on the Regional Campuses prepared by the Regional Campuses Accreditation Review Committee. In addition to the final Self-Study Report, each Campus Accreditation Review Committee will prepare a Summary of Significant Strengths, Weaknesses and Recommendations as a related, but separate, document. These summaries will be organized in a logical manner and presented at the end of the University-wide Overview. The University-wide Overview also will present findings and

recommendations from the Campus Reports that apply University-wide. The Brooklyn Campus Report will include a report on issues related to the College of Pharmacy, and the Southampton College Report will include a report on the Self-Study of the Friends World Program.

Chapter Outline for University Overview

- Introduction and President's Overview
- Mission, Goals and Objectives
- Institutional Integrity
- Students, Campus Life, Cultural Activities and Athletics
- Faculty
- Educational Program and Curricula
- Library, Educational Technology and Other Learning Resources
- Facilities, Equipment and Other Resources
- Institutional Effectiveness and Outcomes
- Strategic Planning and Resource Allocation
- Financial Resources and Development
- Organization, Administration and Governance
- Governing Board
- Alumni and Community Relations, Marketing, Catalogs, and Publications
- Institutional Change and Renewal
- Consolidated Summary of Significant Strengths, Weaknesses and Recommendations for the University and its Campuses by Characteristic of Excellence
- Appendices

Chapter Outline for Campus Accreditation Review Reports

- Mission, Goals and Objectives
- Institutional Integrity
- Students, Campus Life, Cultural Activities and Athletics
- Faculty

- Educational Program and Curricula
- Library, Educational Technology and Other Learning Resources
- Facilities, Equipment and Other Resources
- Institutional Effectiveness and Outcomes
- Strategic Planning and Resource Allocation
- Organization, Administration and Governance
- Alumni and Community Relations, Marketing, Catalogs, and Publications
- Institutional Change and Renewal
- Appendices

Maximum Page-Counts including Appendices for Consolidated Self-Study Report Components

University Overview and University-wide Issues	25
Consolidated Summary of Significant Strengths, Weaknesses and Recommendations for the University and its Campuses by Characteristic of Excellence	**25
Brooklyn Campus Accreditation Review Report (exclusive of Summary of Significant Strengths, Weaknesses and Recommendations)	100

C.W. Post Campus Accreditation Review Report (exclusive of Summary of Significant Strengths, Weaknesses and Recommendations)	100
Southampton College Accreditation Review Report (exclusive of Summary of Significant Strengths, Weaknesses and Recommendations)	100
Regional Campuses Combined Accreditation Review Report (exclusive of Summary of Significant Strengths, Weaknesses and Recommendations)	50
TOTAL	400

***Note: University Center and the Campuses are allocated the following additional page-counts for the lists of "Significant Strengths, Weaknesses and Recommendations": University Center (3), Brooklyn Campus (6), C.W. Post Campus (6), Southampton College (6), and Regional Campuses Combined (4).*

Suggested Profile of the Evaluation Team

Given the size, geography and organizational complexity of Long Island University, it is recommended that the Evaluation Team consist of at least 15 reviewers and that the evaluation visit be extended from the normal three-day schedule to four days. Team members will want to spend considerable time at University Center, the Brooklyn Campus, the C.W. Post Campus, and Southampton College and will need to visit the regional campuses at Brentwood, Rockland and Westchester. Additionally, it is understood that team members will also be asked to visit a selected sample of the nearly 100 other instructional sites and additional locations.

Because of the organizational and administrative complexity of the team's task, it is recommended that the chair have extensive experience in chairing Evaluation Teams

and that the members of the team be able to assume leadership roles in their visits to the campuses. It should be noted that several of Long Island University's campuses are larger than many free-standing colleges and universities within Middle States. Ideally, the team chair will have professional experience as the president of a large, multi-campus, public or private institution. Institutions outside of New York State that share similarities of mission or scope with Long Island University include: American University, Drexel University, Fairleigh Dickinson University, Inter-American University, Northeastern University, and Widener University.

It is also recommended that the evaluation team include members who have expertise and experience in urban institutions of higher education (like the Brooklyn Campus), in small liberal arts colleges (like Southampton College), in suburban universities or colleges (like the C.W. Post Campus), and in regional branch campuses serving commuter students (like the regional campuses at Brentwood, Rockland and Westchester).

The University offers a tremendous range of academic programs, but it would be especially desirable for faculty members on the team to have professional backgrounds in the following academic fields:

- Education
- Marine Science
- Visual and Performing Arts
- Health Sciences and Health Professions
- Liberal Arts and Sciences
- Business and Public Administration, and
- Information Studies

Further, because Long Island University has a special commitment to experiential and cooperative education, it would be useful for at least one team member to have experience in the field of cooperative education.

Finally, it would be helpful for one or more team members to have special expertise in facilities management.

Campus Accreditation Review Committee Self-Study Designs

Each of the four campus-level Accreditation Review Committees has developed a Self-Study design to guide its work. Those designs are integral to the University-wide Self-Study design and are presented in the following sections of this overall design document.