## LONG ISLAND UNIVERSITY

## DESIGN FOR INSTITUTIONAL SELF-STUDY

#### Submitted to:

Middle States Association of Colleges and Schools Commission on Higher Education

Prepared by:

University Self-Study Drafting & Oversight Committee

*April 2011* 



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#### LONG ISLAND UNIVERSITY

### DESIGN FOR INSTITUTIONAL SELF-STUDY

#### INTRODUCTION / INSTITUTIONAL OVERVIEW

Long Island University was chartered by the Board of Regents of the State of New York in 1926 and is a non-sectarian, independent, non-profit, multi-campus institution of higher learning, offering academic programs and conferring degrees at all levels from the associate's degree through the doctorate. At its residential campuses the University also offers programs of continuing education, professional development, and cultural enrichment to students throughout the New York metropolitan and Long Island region. The University offers more than 550 programs and educates more than 24,000 students at its several campuses. The University's mission statement summarizes the institution's nature and purpose "to provide *excellence and access* in private higher education to people from all backgrounds who seek to expand their knowledge and prepare themselves for meaningful, educated lives and for service to their communities and the world." <sup>1</sup>

The University today is a diverse institution with urban and suburban campuses, as well as overseas centers. Its overall student population is 26 percent Black, non-Hispanic; 11 percent Hispanic; 46 percent White, non-Hispanic; and 17 percent Asian/Pacific Islander. The average age of undergraduates is 23 and of graduate students is 31; approximately two-thirds of the students are female. Approximately nine-tenths of the University's undergraduate students and about two-thirds of the graduate students receive some form of financial assistance. The University also serves the educational needs of many non-traditional students and approximately 1200 students from other nations.

Long Island University prides itself on being a student-centered institution. It is a large, complex university with a long history of serving generations of students, many of whom are the first in their families to attend college. Today there are more than 182,000 living alumni and in the 2009/2010 academic year, Long Island University awarded more than 4,400 degrees. The University's operating budget exceeds \$350 million and its endowment is valued at approximately \$85 million at the time of this report. In 2010/2011, Long Island University awarded \$78 million in institutionally provided and administered financial assistance to its students. The University has been continually accredited by the Middle States Commission on Higher Education since 1955, and many of its academic programs are also recognized or accredited by specialized agencies and professional associations. Its accreditation status was most recently reaffirmed by the Middle States Commission in 2008.

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<sup>&</sup>lt;sup>1</sup> Mission Statement for Long Island University, adopted January 2002.

Residential campuses are located in Brooklyn, New York; and Brookville, New York (C.W. Post Campus). From 1963 to 2005, the University also taught students at a third residential campus, located in Southampton, which was distinguished by its outstanding programs in marine science and the arts. For cost reasons, it proved necessary to consolidate undergraduate offerings at the C.W. Post Campus, and to transfer the registration of the marine science programs and to sell the campus to Stony Brook University. Four non-residential ("regional") campuses, offering primarily graduate programs, are located in Brentwood, New York, in Suffolk County; in Riverhead, New York, in Suffolk County; in Orangeburg, New York, in Rockland County; and in Purchase, New York, in Westchester County. Additionally, the Global College program, with its North American Center at the Brooklyn Campus, operates academic centers abroad in Costa Rica, India and China.

Although the University operates on multiple campuses, it is chartered as a single institution and operates through a single organizational structure, splitting responsibilities between University Center (central administration) and the campuses. The institution is governed by a single 45-member Board of Trustees and is led by one President, who has served as its chief executive for the past 26 years. The Academic Deans and 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 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 Vice President for Academic Affairs and other university officers. Each of the regional campuses is managed by an Associate Provost. The University's finances are managed by a single Vice President for Finance and Treasurer. Other officers with University-wide responsibilities include the Vice President for Information Technology, the Vice President for Planning, the Vice President for Human Resources, the Vice President for Legal Services and University Counsel, and the Vice President for University Relations.

Complementing its educational mission, Long University has a long tradition of embracing a rich variety of cultural and artistic endeavors. The institution showcases its wealth of cultural assets through music, theater, dance and poetry festivals and performances; art exhibitions; lecture series and clinics. At the Brooklyn Campus, the Kumble Theater for the Performing Arts is a state-of-the-art venue that showcases the work of students and emerging artists, while providing access to performances from artists outside the University community. Tilles Center for the Performing Arts, located on the C.W. Post Campus, is Long Island's premier concert hall, presenting performances by world-renowned artists. The George Polk Awards, established by Long Island University in 1949, are one of America's most coveted journalism honors, recognizing outstanding achievement in investigative journalism. Long Island University is intimately embedded within the regional community it serves and is proud not only to celebrate creativity in its many forms of expression but also to provide outreach, cultural and continuing education services. Through programs in the areas of health care and wellness, literacy, life skills and education, the institution demonstrates its commitment to serving the communities it serves.

#### INSTITUTIONAL CHANGES SINCE THE DECENNIAL ACCREDITATION OF 2002/2003

#### The Great Recession

Long Island University, like all other colleges and universities across the country, was affected by the downturn of the national economy that began in 2008. As a student-centered, tuition-driven University, one that has long offered students of limited means access to the American dream, the University responded to these financial challenges with the commitment to do everything possible to protect the quality of its students' education and to continue to ensure that they could earn their degrees in a timely manner. In keeping with these priorities, the University enacted a multi-phase plan that included establishing an Emergency Student Loan Program, enacting a hiring freeze, reducing non-salary expenses, limiting overtime expenses and, eventually, introducing a Voluntary Early Retirement Incentive Program in which 75 employees chose to participate. In addition, due to budgetary constraints the University sold WLIU 88.3 F.M., the flagship station of the Long Island University Public Radio Network, to Peconic Public Broadcasting in 2010.

At the same time, the University reaffirmed its commitment to pursue the objectives articulated in its strategic planning initiatives, including a commitment to blended and online learning in order to sustain the University's competitive position in the years to come. The amount of institutional funds allocated for financial aid was increased from \$61 million to nearly \$85 million in three years, new financial aid policies were instituted to encourage retention, the University granted all qualified probationary faculty tenure, and services were integrated at the Brooklyn and C.W. Post campuses to provide a more seamless support network for students.

#### **Strategic Planning**

Long Island University has undertaken a program of strategic planning to advance its overall mission and to dovetail with the ERP system implementation. After many months of intense discussion and extensive stakeholder participation, in 2006 the University unveiled a formal planning document, entitled *Long Island University: A Student-Centered Institution.* The *Strategic Agenda*, as it is known, seeks to nurture "a culture of evidence" supporting policy development, decision making and resource allocation. It articulates five strategic priorities: Student-Centeredness, Faculty and Collegiality, Financial Management, Community and Cultural Outreach, and Education in the 21st Century. Thirty-two key questions and a list of methodologies for seeking answers to the critical questions facing the University complete the *Strategic Agenda*. Over the past five years, strategic planning has evolved in a cumulative, iterative way and is closely monitored by the University trustees. An expanded Office of Institutional Research serves a key role in advancing the University's *Strategic Agenda*.

#### **Assessment of Student Learning**

The University has engaged in significant efforts to expand and refine assessment across the University. Assessment work is implemented through campus-based committees and the University has provided infrastructure and support to enhance assessment of student learning. In 2007, in an effort to better coordinate and integrate levels of assessment at the program, campus and University levels, the Office of Academic Affairs assumed University-wide leadership and responsibility for assessment of student learning. In 2008, the University hired a University Director of Assessment who worked with the Deans and campus assessment co-chairs to implement a systematic approach to the collection and review of annual assessments reports using a University-wide assessment template. A formalized structure, including defined roles for outcomes assessment committee liaisons and stipend-supported faculty assessment fellows, was developed to oversee a newly implemented three-year cycle of assessment of student learning. Budgetary support and faculty development have been provided to assist faculty in gathering evidence of student learning, including implementation of a new student course evaluation system, ongoing faculty workshops and conferences through the university-wide Teaching and Learning Initiative (TLI) and future purchase of software for accreditation management.

#### **Enterprise Resource Planning (ERP) Implementation**

The University has purchased and implemented most of the major modules of the PeopleSoft/Oracle higher education solution in order to more efficiently manage the data needed to inform both planning and resource allocation. This \$23.5 million investment has transformed the way the University conducts business, has dramatically increased and improved the ability for students to manage their academic careers through 24/7 online self-service functionality, and is providing access to real-time information to support the University's student-centered teaching mission and systematic strategic planning.

#### **Technology-Enhanced Teaching and Learning**

The University has developed a long-term vision for adopting new and emerging technology to deliver educational services that meet the needs of today's students and to enable the University to remain competitive in the 21st century educational marketplace. The budget for Information Technology has grown significantly since 2002. The University is investing significant resources to understand the potential for establishing blended and online programs, adapting new technology teaching tools, and providing resources for faculty development and experimentation. The Oracle information management system and redesign of the University's Web site have created an appropriate platform for building a foundation for technology-enhanced teaching and learning.

#### **Capital Improvements**

Since 2003, Long Island University has invested more than \$95 million in new and rehabilitated facilities that support student learning and achievement. These projects have been coordinated by an Associate Vice President for Capital Projects, who provides expertise and leadership in managing complex building projects. With the assistance of Sightlines LLC, a nationally recognized facilities asset advisory firm, the University completed a comprehensive physical asset analysis benchmarking the residential campuses with a carefully selected peer group.

#### **Closure of the Southampton Campus**

As addressed in detail in the University's Periodic Review Report of 2008, the University's Board of Trustees voted to terminate undergraduate programming at the Southampton campus in light of the campus' sizable (and growing) operating deficits and substantial deferred maintenance needs. Undergraduate instruction ceased at the end of the 2004/2005 academic year, and the University sold the campus to the State University of New York in October 2006. Students were given the option of transferring to another campus of the University, or, in the case of marine sciences majors, transferring to Stony Brook University. The proceeds from the sale of the Southampton campus were added to the University's endowment. Tenure was protected.

#### Governance

Subsequent to the submission of the University's last decennial Self-Study Report, representatives of the Board of Trustees, the Administration and the Faculty of the Brooklyn Campus and C.W. Post Campus as well as the College of Pharmacy held an extensive series of meetings to establish a University-wide system of shared governance. All parties agreed to a new University Faculty Senate (UFS) Constitution, including a University-wide faculty senate, an exchange of representatives for the Board and Faculty and a foundation for governance structures at each of the three faculty units. The governance bodies at the Brooklyn Campus and the College of Pharmacy are now functioning with Board recognition and exchanging representatives. The C.W. Post Campus governance body, its Faculty Council, has not yet been recognized by the Board; the UFS will begin to function once the C.W. Post Faculty, Board of Trustees and Administration reach an accord.

#### NATURE AND SCOPE OF THE SELF-STUDY

Long Island University views this self-study process as an opportunity to engage in honest reflection and analysis and to improve its institutional effectiveness. The *Strategic Agenda*, described earlier, has facilitated organizational culture change in the form of increased communication among stakeholders and a more critical examination of the University's complex characteristics and its position in the marketplace relative to competitor institutions. The University is keenly attuned to the interdependencies between itself and the communities in which it is embedded, and its relationships with local schools, businesses and other organizations are a vital extension of its boundaries. Its commitment to the strategic priority "Community and Cultural Outreach" will be demonstrated in myriad ways through the analysis presented in the first chapter of the Self-Study Report. The remaining four priorities (Student-Centeredness, Faculty and Collegiality, Financial Management, and Education in the 21st Century) establish the scope and organizational framework of the self-study and resulting report.

The University has chosen the comprehensive model because of the complex organizational structure of the University, its multi-campus nature, and the diversity of its academic offerings. The comprehensive model provides an appropriate framework for assessing the efficacy of programs, resources and operations; promotes greater coordination and planning needed to achieve broad, long-term institutional goals; and offers ample opportunity for institutional learning and improvement. The University will bring together many diverse stakeholders to pursue a common goal – undertaking a thorough evaluation of the University's values, priorities, challenges and opportunities for improvement.

The University recognizes the need for open discussion and dialogue at every level. It is committed to making the self-study process as transparent and broadly inclusive as possible. Toward that end, information about the University's accreditation and self-study activities is available on the University's web site (<a href="http://liu.edu/About/Accreditation.aspx">http://liu.edu/About/Accreditation.aspx</a>). A SharePoint site (<a href="mailto:middlestates.liu.edu">middlestates.liu.edu</a>), accessible by all members of the University community, will be used as a repository for the evidence referenced in the Self-Study Report. In addition to regular University-wide communiqués that provide information about the progress of the self-review activities, the student newspapers will be used to inform stakeholders about the University's reaccreditation efforts.

#### INTENDED OUTCOMES OF THE SELF-STUDY

Long Island University plans to use this period of self-reflection to evaluate its success in fulfilling its mission. Some of the major intended outcomes of the self-study are:

- to demonstrate that Long Island University meets the accreditation standards of the Middle States Commission on Higher Education;
- to produce a Self-Study Report that is transparent and includes a realistic appraisal of the University's strengths, weaknesses and opportunities, especially in the areas of assessment of student learning, strategic planning, resource allocation, and student retention;
- to integrate the decade-long work promoting the *Strategic Agenda* with the fourteen Characteristics of Excellence, culminating in a seamless strategic action plan for the decade ahead;
- to evaluate the extent to which the institution's mission and goals are manifested in the delivery of education to students through co-curricular and extra-curricular activities;
- to offer recommendations for improvement that are grounded in and supported by empirical evidence and analysis and that will help to improve the University's ability to fulfill its mission;
- to build further consensus about the long-term value of self-study and assessment as tools for improvement and advancement; and
- to engage the University community in rigorous self-analysis as a means to enhance strategic collaboration and dialogue within and across campuses and units of the University.

## ORGANIZATIONAL STRUCTURE OF THE DRAFTING & OVERSIGHT COMMITTEE, UNIVERSITY MISSION STATEMENT COMMITTEE AND WORKING GROUPS

The Drafting & Oversight Committee will provide leadership and guidance throughout the self-study process. It includes members from all areas and constituencies of the University (students, faculty, deans, trustees, administrators, alumni, and university officers). This committee has ultimate responsibility for producing the Self-Study Design, for establishing the Working Groups and reviewing and coordinating their work, and establishing the appropriate guidelines that will lead to a cohesive, integrated Self-Study Report that includes recommendations for institutional improvement. Working Groups, chaired by one or more University Officers, will prepare the four chapters of the Self-Study Report based on the four strategic priorities identified in Nature and Scope of the Self-Study.

The Drafting & Oversight Committee, working closely with the chairs of the Working Groups, will help establish the appropriate balance between the four chapters of the Self-Study Report, provide guidance in shaping the internal priorities within the chapters, and ensure that there is effective communication among the Working Groups and within the University community. To facilitate such communication, every member of the Drafting & Oversight Committee has been assigned to a Working Group to serve as a liaison.

In Fall 2010, President Steinberg invited a broadly inclusive group of members of the University community to serve on the University Mission Statement Committee. That group of 48 stakeholders is charged with reviewing the University's existing mission statement through the lens of critical self-analysis. The Drafting & Oversight Committee believes that at the outset of this period of self-review, it is essential for the institution to reflect on its values, primary purpose and direction to ensure that any future mission statement sets those institutional priorities that all stakeholders embrace and pursue. President Steinberg serves as chair of this important committee.

#### **Drafting & Oversight Committee**

Arning '84, Robert	Alumnus, C.W. Post Campus
Bartolomeo '77, Joan	Alumna, Brooklyn Campus
Bishal, Samantha	Student, C.W. Post Campus
Blake, Sylvia	Dean and Chief Operating Officer, Westchester and Rockland
	Graduate Campuses
Bonsignore, Francis	Dean, College of Management, C.W. Post Campus
Boorstein, Margaret	Chair, Earth and Environmental Science; Co-Chair, Outcomes
	Assessment Steering Committee, C.W. Post Campus
Cheek, Claude	Associate Vice President/Director, Institutional Research
Ciabocchi, Liz	Associate Vice President for Instructional Technology and
	Faculty Development
Cohen '63, '66, David	Dean, Richard L. Conolly College of Liberal Arts and Sciences,
	Brooklyn Campus

Cuonzo, Margaret	Associate Professor, Philosophy, Brooklyn Campus
Dave '06, Rutesh	Assistant Professor, Arnold & Marie Schwartz College of
	Pharmacy and Health Sciences
Devine '68, Michael	Member, Board of Trustees
Fahy, Thomas	Associate Professor, English, C.W. Post Campus
Forestell, Paul	Provost, C.W. Post Campus
Garrett, Ashraf	Student, Arnold & Marie Schwartz College of Pharmacy and
	Health Sciences
Gibbs, Heather	Assistant Vice President (Co-Chair)
Gustafson, William	Associate Provost for Student Success, C.W. Post Campus
Haynes '72, '76, Gale Stevens	Provost, Brooklyn Campus
Kane, Jeffrey	Vice President for Academic Affairs
Knapp, Lori	Deputy Vice President for Academic Affairs (Co-Chair)
Lai '42, H '86, Mary M.	Treasurer Emerita
Maldow '67, Harvey	Alumnus, Arnold & Marie Schwartz College of Pharmacy and
·	Health Sciences
Morley, Kathleen	University Director of Assessment
Mullarkey, Theresa Mall	Chancellor of C.W. Post Campus; Member, Board of Trustees
Ritts, Joshua	Student, Brooklyn Campus
Rodas, Daniel	Vice President for Planning; Vice President for Human
	Resources
Schrynemakers '90, Gladys	Associate Provost; Co-Chair, Outcomes Assessment
	Committee, Brooklyn Campus
Shorin H'99, Edward	Chancellor of Brentwood Campus and Long Island University
	at Riverhead; Member, Board of Trustees
Spierer, David	Assistant Professor, Sports Sciences, Brooklyn Campus
Taft, David	Dean, Arnold & Marie Schwartz College of Pharmacy and
	Health Sciences
Thompson, Helen	Graduate Student, Brooklyn Campus
Vega, Veronica	Student, C.W. Post Campus

## **University Mission Statement Committee**

Alafris '98, Antonia	Alumna, Arnold & Marie Schwartz College of Pharmacy
	and Health Sciences
Altholz, Robert	Vice President for Finance and Treasurer
Baroudi, George	Vice President for Information Technology
Bishal, Samantha	Student, C.W. Post Campus
Blake, Sylvia	Dean and Chief Operating Officer, Westchester and
	Rockland Graduate Campuses
Bonsignore, Francis	Dean, College of Management, C.W. Post Campus
Boorstein, Margaret	Chair, Earth and Environmental Science; Co-Chair,
	Outcomes Assessment Steering Committee, C.W. Post
	Campus
Browne, Jennifer	Associate Provost, Long Island University at Riverhead
Ciborowski, Jared	Student, C.W. Post Campus
Clarke, James	Co-Director, Honors Program, Brooklyn Campus

Cohen '63, '66, David	Dean, Richard L. Conolly College of Liberal Arts and
Dighy Ioan	Sciences, Brooklyn Campus  Director of Honory Program C.W. Boot Campus
Digby, Joan Ehrenberg, John	Director of Honors Program, C.W. Post Campus Senior Professor, Political Science; Chair, Brooklyn
Enremberg, John	
Fowestell Davi	Campus Faculty Senate, Brooklyn Campus
Forestell, Paul	Provost, C.W. Post Campus
Glain Grant	Assistant Vice President
Gleicher, Cris	Co-Director, Honors Program, Brooklyn Campus
Gorman, Richard	Vice President for University Relations
Gunther, Sheila	Chair, Foreign Languages; Chair, Faculty Council, C.W. Post Campus
Gustafson, William	Associate Provost for Student Success, C.W. Post Campus
Haynes '72, '76, Gale Stevens	Provost, Brooklyn Campus
Hill-Miller, Katherine	Dean, College of Liberal Arts and Sciences, C.W. Post Campus
Jahelka '85, Bob	Alumnus, C.W. Post Campus
Kane, Jeffrey	Vice President for Academic Affairs
Kennedy, Carol	Assistant Professor; Director of Educational Technology,
<b>3</b> ,	Rockland Graduate Campus
Knapp, Lori	Deputy Vice President for Academic Affairs
Krasnoff, Eric	Member, Board of Trustees
Lachman, Leon	Chancellor, Arnold & Marie Schwartz College of Pharmacy
	and Health Sciences; Member, Board of Trustees
Lai '42, H '86, Mary M.	Treasurer Emerita
Larkin, Denise	Graduate Student, Westchester Graduate Campus
Lonie, John	Associate Professor; Chair, Faculty Council, Arnold & Marie Schwartz College of Pharmacy and Health Sciences
Lutz '89, '91, John	Assistant Professor, English; Co-Chair, Outcomes
Lutz 09, 91, joini	Assessment Steering Committee, C.W. Post Campus
McCusker-Skelly '10, Kathryn	Alumna, Westchester Graduate Campus
Mohamed, Arwa	Student, Brooklyn Campus
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Mullarkey, Theresa Mall	Chancellor of C.W. Post Campus; Member, Board of Trustees
Murray '96, Alister	Alumnus, Brooklyn Campus
Press '68, Joel	Chancellor of Brooklyn Campus; Member, Board of Trustees
Ritts, Joshua	Student, Brooklyn Campus
Rodas, Daniel	Vice President for Planning; Vice President for Human Resources
Russo, Jaclyn	Student, C.W. Post Campus
Schrynemakers '90, Gladys	Associate Provost; Co-Chair, Outcomes Assessment
som y nomanoro so, diadys	Committee, Brooklyn Campus
Shorin H'99, Edward	Chancellor of Brentwood Campus and Long Island
onorm ir 77, navara	University at Riverhead; Member, Board of Trustees
Steinberg, David J.	President, Long Island University (Chair)
Sylvestri '66, Ronald	Chancellor of Westchester and Rockland Graduate
by ive sur ou, Rollaiu	Campuses; Member, Board of Trustees

Taft, David	Dean, Arnold & Marie Schwartz College of Pharmacy and Health Sciences
Travaglianti, Edward	Chairman, Board of Trustees
Warmund, Joram	Chair, History, Brooklyn Campus
Williams, Lauren	Student, Brooklyn Campus
Wong, Philip	Associate Professor, Psychology; Co-Chair, Outcomes
	Assessment Committee, Brooklyn Campus

# Working Group 1: Student Success In and Out of the Classroom (Committee on Institutional Context and Educational Effectiveness)

Blake, Sylvia	Dean and Chief Operating Officer, Westchester and Rockland Graduate Campuses
Cheek, Claude	Associate Vice President/Director, Institutional Research
Connors, Patricia	Associate Provost, Integrated Student Financial Services,
,	Brooklyn Campus
Cribbs, James	Campus Grants Coordinator, Brooklyn Campus
Dilworth, Leah	Professor, English, Brooklyn Campus
Gough, Jonathan	Assistant Professor, Biochemistry & Chemistry, Brooklyn Campus
Harmon, Brian	Director, Public Relations, Brooklyn Campus
Haynes '72, '76, Gale Stevens	Provost, Brooklyn Campus (Co-Chair)
Knapp, Lori	Deputy Vice President for Academic Affairs
Leslie, Tim	Assistant Professor, Biology, Brooklyn Campus
McGuire, Shaun	Assistant Dean, First Year Programs, Brooklyn Campus
Mutnick, Deborah	Professor, English, Brooklyn Campus
Price, Tom	Director of Sophomore Year Programs, Brooklyn Campus
Relyea, Michelle	Dean, Office of Student Development and Retention,
	Brooklyn Campus
Rosenberg, Jessica	Associate Professor, Social Work, Brooklyn Campus
Schrynemakers '90, Gladys	Associate Provost; Co-Chair, Outcomes Assessment
	Committee, Brooklyn Campus
Storinge, Elizabeth	Dean of Admissions, Brooklyn Campus
Stowe, Brook	Assistant Professor, Library; Coordinator of Instruction for
	the Brooklyn Campus Library, Brooklyn Campus
Voelker, Diana	Co-Director, Higher Education Opportunity Program,
	Brooklyn Campus
Williams, Kim	Dean, Institutional Advancement and Student Affairs,
	Brooklyn Campus
Boorstein, Margaret	Chair, Earth and Environmental Science; Co-Chair,
	Outcomes Assessment Steering Committee, C.W. Post
_	Campus
Carson, Beth	Registrar, C.W. Post Campus
Forestell, Paul	Provost, C. W. Post Campus (Co-Chair)
Graziano, Joanne	Assistant Provost for Admissions and Recruitment,
	C.W. Post Campus
Gustafson, William	Associate Provost for Student Success, C.W. Post Campus
Marksbury, Nancy	Deputy Chief Information Officer, C.W Post Campus

Sato, Kay	Assistant Provost, School of Continuing Education
	C.W. Post Campus
Urquhart, Amy	Assistant Provost for Student Affairs, C.W. Post Campus
Weiss, Dana	Senior Assistant Provost for Budget Management and
	Auxiliary Services, C.W. Post Campus

### Working Group 1: Student Success In and Out of the Classroom (Committee on Educational Effectiveness - Assessment of Student Learning)

Blake, Sylvia	Dean and Chief Operating Officer, Westchester and
	Rockland Graduate Campuses
Boorstein, Margaret	Chair, Earth and Environmental Science; Co-Chair,
	Outcomes Assessment Steering Committee, C.W. Post
	Campus
Cheek, Claude	Associate Vice President/Director, Institutional Research
Cohen '63, '66, David	Dean, Richard L. Conolly College of Liberal Arts and
	Sciences, Brooklyn Campus
Dent, Valeda	Dean, University Libraries
Flower, Susanne	Associate Professor, Nursing, Brooklyn Campus
Hill-Miller, Katherine	Dean, College of Liberal Arts and Sciences, C.W. Post Campus
Hundt, Stephanie	Student, Brooklyn Campus
Kane, Jeffrey	Vice President for Academic Affairs (Co-Chair)
Knapp, Lori	Deputy Vice President for Academic Affairs
Lutz, John	Assistant Professor, English; Co-Chair, Outcomes
	Assessment Steering Committee, C.W. Post Campus
Maldow '67, Harvey	Alumnus, Arnold & Marie Schwartz College of Pharmacy and
	Health Sciences
McGuire, Shaun	Assistant Dean, First Year Programs, Brooklyn Campus
McLoughlin, John	Director, Summer and Weekend Sessions, C.W. Post Campus
Mezick, Elizabeth	Associate Professor, Library, C.W. Post Campus
Morley, Kathleen	University Director of Assessment
Mutnick, Deborah	Professor, English, Brooklyn Campus
Ritts, Joshua	Student, Brooklyn Campus
Schrynemakers '90, Gladys	Associate Provost; Co-Chair, Outcomes Assessment
	Committee, Brooklyn Campus
Steinberg, Stephanie	Assistant Dean, Career Services and Senior Year Advising,
	Brooklyn Campus
Stowe, Brook	Assistant Professor, Library; Coordinator of Instruction for
	the Brooklyn Campus Library, Brooklyn Campus
Vega, Veronica	Student, C.W. Post Campus
Wang, Ingrid	Associate Professor, Library; Director of Brooklyn Campus
	Library, Brooklyn Campus
Wong, Philip	Associate Professor, Psychology; Co-Chair, Outcomes
	Assessment Committee, Brooklyn Campus

# Working Group 2: Faculty, the Board, and the Administration: Quality, Collegiality and Governance

Cheek, Claude	Associate Vice President/Director, Institutional Research
Cuonzo, Margaret	Associate Professor, Philosophy, Brooklyn Campus
Dornisch, Michele	Associate Professor, Curriculum & Instruction, C.W. Post
	Campus
Ehrenberg, John	Senior Professor, Political Science; Chair, Brooklyn Campus
	Faculty Senate, Brooklyn Campus
Fahy, Thomas	Associate Professor, English, C.W. Post Campus
Feifer, Stanley	Professor, Arnold & Marie Schwartz College of Pharmacy
	and Health Sciences
Frye, Nancy	Associate Professor, Psychology, C.W. Post Campus
Gilles, Sealy	Chair, English, Brooklyn Campus
Gunther, Sheila	Chair, Foreign Languages; Chair, Faculty Council, C.W. Post
	Campus
Kane, Jeffrey	Vice President for Academic Affairs (Chair)
Lonie, John	Associate Professor; Chair, Faculty Council, Arnold & Marie
	Schwartz College of Pharmacy and Health Sciences
McDermott, Dona	Associate Professor, Library, C.W. Post Campus
Miller '65, Edmund	Chair, English, C.W. Post Campus
Mullarkey, Theresa Mall	Chancellor of C.W. Post Campus; Member, Board of Trustees
Muraskin, Roslyn	Professor, Criminal Justice, C.W. Post Campus
Nathan, Joseph	Associate Professor, Arnold & Marie Schwartz College of
	Pharmacy and Health Sciences
Parisi, Barbara	Professor, Journalism and Communication Studies, Brooklyn
	Campus
Rahim, Hamid	Assistant Professor, Arnold & Marie Schwartz College of
	Pharmacy and Health Sciences
Rich, Rebecca	Professor, Westchester Graduate Campus
Smith, June Ann	Associate Professor, Counseling and Development, C.W. Post
	Campus
States, Rebecca	Associate Professor, Physical Therapy, Brooklyn Campus
Taft, David	Dean, Arnold & Marie Schwartz College of Pharmacy and
	Health Sciences
Uhl, Jean	Assistant Professor, Library, C.W. Post Campus
Warmund, Joram	Chair, History, Brooklyn Campus

## Working Group 3: Managing the Institution to Advance the Mission

Altholz, Robert	Vice President for Finance and Treasurer (Co-Chair)
Baroudi, George	Vice President for Information Technology (Co-Chair)
Blake, Sylvia	Dean and Chief Operating Officer, Westchester and
	Rockland Graduate Campuses
Bonsignore, Francis	Dean, College of Management, C.W. Post Campus
Browne, Jennifer	Associate Provost, Long Island University at Riverhead
Cheek, Claude	Associate Vice President/Director, Institutional Research
Cohen, Henry	Professor, Arnold & Marie Schwartz College of Pharmacy and Health Sciences
Dent, Valeda	Dean, University Libraries
Dave '06, Rutesh	Assistant Professor, Arnold & Marie Schwartz College of Pharmacy and Health Sciences
Devine '68, Michael	Member, Board of Trustees
Eckert, Barry	Dean, School of Health Professions, Brooklyn Campus
Emmerman '67, Michael	Member, Board of Trustees
Fevola, Christopher	Associate Vice President for Finance and Budget Director
Gorman, Richard	Vice President for University Relations
Graziano, Joanne	Assistant Provost for Admissions and Recruitment,
	C.W. Post Campus
Gustafson, William	Associate Provost for Student Success, C.W. Post Campus
Hamilton, Wayne	Director, Buildings and Grounds, Brooklyn Campus
Kirker, William	Director, Facilities, C.W. Post Campus
Lichten, Eric	Chair, Sociology, C.W. Post Campus
Mainenti, Dave	Associate Vice President for Student Finance
Rasheed, Shaireen	Associate Professor, Curriculum and Instruction,
	C.W. Post Campus
Relyea, Michelle	Dean, Office of Student Development and Retention,
	Brooklyn Campus
Rodas, Daniel	Vice President for Planning; Vice President for Human
	Resources (Co-Chair)
Storinge, Beth	Dean of Admissions, Brooklyn Campus
Tymus, Peter	Associate Vice President for Capital Projects
Williams, Zawadi	Student, Brooklyn Campus
Yin, Hongjun	Assistant Professor, Arnold & Marie Schwartz College of
	Pharmacy and Health Sciences
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## Working Group 4: Instructional Technology and Teaching in the 21st Century

Baroudi, George	Vice President for Information Technology (Co-Chair)
Blake, Sylvia	Dean and Chief Operating Officer, Westchester and
	Rockland Graduate Campuses
Brill, Esther Levine	Chair, School of Nursing, Brooklyn Campus
Browne, Jennifer	Associate Provost, Long Island University at Riverhead
Brush, John	Assistant Professor, Long Island University at Riverhead
Byrne, Michael	Associate Professor, Curriculum and Instruction, C.W. Post
	Campus
Calderon '93, Orly	Assistant Professor, Social Work, C.W. Post Campus
Cheek, Claude	Associate Vice President/Director, Institutional Research
Cho, Esther	Project Manager, Information Technology
Ciabocchi, Liz	Associate Vice President for Instructional Technology and
	Faculty Development
Clark, MaryAnn	Dean, School of Health Professions and Nursing, C.W. Post
	Campus
Cornwell, Angela	Assistant Professor, Library, C.W. Post Campus
Dent, Valeda	Dean, University Libraries
Eckert, Barry	Dean, School of Health Professions, Brooklyn Campus
Gaimaro '96, Amy	Instructional Designer, C.W. Post Campus
Ginsberg, Amy	Associate Dean, School of Education, Brooklyn Campus
Granitz, Elizabeth	Associate Professor, Economics, C.W. Post Campus
Kane, Jeffrey	Vice President for Academic Affairs (Co-Chair)
Kennelly, Patrick	Associate Professor, Earth and Environmental Science,
	C.W. Post Campus
League, Christopher	Associate Professor, Computer Science, Brooklyn Campus
Lecheheb, Kamel	University Deputy Chief Information Officer, Brooklyn
	Campus
Marksbury, Nancy	Deputy Chief Information Officer, C.W. Post Campus
Marshall, Helaine	Associate Professor, Westchester Graduate Campus
Moghaddam '99, Marjan	Professor, Media Arts, Brooklyn Campus
Mondal, Devabrata	Director, Faculty Media Resource Center, Brooklyn Campus
Narra, Gavi	Deputy Chief Information Officer, Information Systems
Ryan, Linda	Associate Dean, College of Education and Information
	Sciences; Director, Palmer School, C.W. Post Campus
Saunders, Benjamin	Assistant Professor, Psychology, Brooklyn Campus
Schrynemakers '90, Gladys	Associate Provost; Co-Chair, Outcomes Assessment
	Committee, Brooklyn Campus
Spierer, David	Assistant Professor, Sports Sciences, Brooklyn Campus
Storinge, Elizabeth	Dean of Admissions, Brooklyn Campus
Sutaria, Norm	Instructional Technology Specialist, Brooklyn Campus
Wang, Ingrid	Associate Professor, Director of Brooklyn Campus Library

#### CHARGES TO THE WORKING GROUPS AND GUIDELINES FOR THEIR REPORTS

Each Working Group begins its work by identifying the Middle States standards to be addressed primarily in its chapter. In some cases standards have been clustered to focus thematically on key topics. In addition to clearly defined standards primarily associated with each chapter, other related standards are also addressed. Furthermore, Standard 1 (Mission and Goals), Standard 6 (Integrity) and Standard 7 (Institutional Assessment), represent important horizontal strands that will be threaded and, therefore, addressed in each chapter (see Appendix A). Each research question has been linked to the relevant Middle States standard(s) (see Appendix B).

#### **University Mission Statement Committee**

Long Island University's mission statement defines the institution's priorities and purpose as an organization, the key constituents it serves, and the context within which the University's strategic planning is developed. It serves as a framework for examining institutional efficacy since the University's last reaccreditation. As part of the current self-study process, the University will revisit its mission statement in order to evaluate its relevancy and the potential need for revision, expansion or refinement.

The University's Mission Statement Committee has met twice to begin its work. Mission-related research questions were formulated by the four Working Groups. The resulting analyses emerging from examination of these questions will be shared with the Mission Statement Committee for their review and discussion. In turn, the Mission Statement Committee will collaborate with the Drafting & Oversight Committee to consider recommendations from the Working Groups that might lead to a refinement of the University's mission statement.

#### Standard 1: Mission and Goals

- M-1. Does the current University mission statement encompass the aspirations of all segments of the University community?
- M-2. Are the departments' mission and goals within the academic assessment plans congruent with the University and campus mission statements?
- M-3. To what extent are there shared expectations across the institution about the relative importance of teaching, research and service in the context of the requirements for reappointment, tenure and promotion? Is the role of clinical work, professional practice, and artistic/performance endeavors (professional roles) appropriately integrated into this framework?

- M-4. How does the current governance structure ensure that faculty across campuses and programs are communicating and working together to support the University's mission?
- M-5. To what extent have the University's strategic priorities been aligned with University's mission?
- M-6. Does the University enroll and graduate students from all levels of the socioeconomic spectrum as called for in its mission?
- M-7. Have resources been effectively channeled to help students whose academic skills or social or economic circumstances pose barriers to successful pursuit of a degree?
- M-8. How well have the University's academic programs prepared students for successful careers in their chosen professions?
- M-9. What are Long Island University's long-term goals for blended and online learning? How consistent is the institution's plan with the mission of the University? How does the University's plan for blended and online learning address issues of "Excellence and Access"?
- M-10. Are the mission and goals of the University as expressed through teaching, scholarship and learning with technology consistent with administrative practice, and are there any real or apparent conflicts of interest in the University's activities?

#### Working Group 1: Student Success In and Out of the Classroom

Working Group 1 is charged with evaluating student success and the key initiatives delineated in Strategic Priority One (Student-Centeredness) of the *Strategic Agenda*. The work of this group will be carried out by two committees. The charge to the committee addressing Standards 5, 8, 9 and 13 (Institutional Context and Educational Effectiveness) is to examine the preparedness and success of the University's students. The second committee will address Standards 11, 12 and 14 (Educational Effectiveness – Assessment of Student Learning); its primary focus is a systematic and thorough review of all educational program offerings and assessment of student learning in general education and at the program level.

#### **Committee A (Institutional Context and Educational Effectiveness)**

Standard 5: Administration

Standard 8: Student Admissions and Retention

Standard 9: Student Support Services

Standard 13: Related Educational Activities

- 1A-1. With respect to the key institutional priority of student success, how has the University evaluated the effectiveness of its administrative structure? What strategic or long-term goals have informed administrative change over the past five years?
- 1A-2. How has the University determined that the level of resources it has allocated for ongoing assessment is appropriate and sufficient?
- 1A-3. How have local, national, and international demographic trends been reflected in institutional planning? How has the institution repositioned itself to address these trends, and have these trends moved the institution to rethink its mission?
- 1A-4. The University's student-support and student-life programs prepare students for the rigor of academic studies and college life. How has the university measured the overall effectiveness of these programs and their impact upon student learning and student persistence? How have these programs changed over time?
- 1A-5. How has the institution developed and evaluated new methods of communication and information management to better advise students and monitor their progress towards graduation and a successful career?
- 1A-6. How has the institution helped students understand and make sound decisions concerning the financing of their college educations? How have the content and delivery of financial advice to students been evaluated, and how have these evolved?
- 1A-7. In order to increase the resources available for student support services, the University seeks external sources of funding. Given this reality, has the institution been able to increase its grant funding from state, federal, and private sources over the past five years? What is the institution's plan for increasing grant funding in the future and on what analysis and/or management review is this plan based?
- 1A-8. According to what criteria and by what means were proposals for new programs developed and vetted over the past five years? Have proposals for new programs been guided by the institution's strategic goals? How have these new programs been aligned with the University and campus mission and goals?
- 1A-9. With respect to student support services, how has the University reallocated technological and infrastructure resources to reflect changes in strategic or operational goals over the past five years?
- 1A-10. What examples can the institution produce to show that it has acted upon assessment findings to improve student learning and success outside (and inside) the classroom?

1A-11. What changes in student advisement and co-curricular learning have been implemented over the past five years? What was the basis for these changes?

1A-12. How does the institution perceive the relationship between admissions and student retention? How has the institution linked its admissions policy to its undergraduate curriculum and student support services?

1A-13. With respect to student learning and success, how have academic initiatives been evaluated and changed over the past five years?

1A-14. How effectively have academic support services been delivered to students at-risk? How has the delivery of these services been evaluated and improved over the past five years?

1A-15. How has the institution come to its current understanding of the problem of student attrition? In what ways has it marshaled its resources to tackle the problem?

1A-16. How has the institution come to view the relationship between its international and global studies programs and its primary mission? How does the institution balance the needs of its international programs with its broader educational goals?

1A-17. To what extent do institutional programs assist students in the development of life skills and civic responsibility? What evidence shows that such participation facilitates persistence and engagement?

1A-18. To what extent do alumni support the engagement and retention efforts for current students of the institution?

1A-19. What practices of specialized, co-curricular or extra-curricular programs have been adapted to provide support and pedagogical assistance for at-risk students? What evidence demonstrates that these strategies improve students' academic success?

1A-20. To what extent has assessment of student learning been used to improve cooperative and continuing education offerings?

#### **Committee B (Educational Effectiveness: Assessment of Student Learning)**

Standard 11: Educational Offerings Standard 12: General Education

Standard 14: Assessment of Student Learning

- 1B-1. What evidence demonstrates that the institutional educational offerings have sufficient content and rigor appropriate to degree levels?
- 1B-2. How has the institution assessed the effectiveness of the curriculum in meeting the academic needs of underprepared students?
- 1B-3. Given that the institution is increasing attention to global awareness, how is global awareness incorporated into educational offerings?
- 1B-4. How do co-curricular experiences enable students to meet goals and learning objectives in courses and programs?
- 1B-5. How is information literacy addressed within the curriculum? How is assessment of information literacy data used to improve student learning?
- 1B-6. How does the institution address matters of academic integrity related to information literacy? To what degree are efforts to address such matters coordinated between the Faculty and the library?
- 1B-7. Are library resources effectively directed towards student learning? Please describe.
- 1B-8. What impact does instructional technology have on educational offerings and student learning?
- 1B-9. What evidence is there that the core curriculum results in student acquisition of essential college-level proficiency skills?
- 1B-10. How well do core courses prepare students to reach academic program goals? Do upperdivision courses reinforce learning goals embodied in the core?
- 1B-11. How well are assessment practices integrated and implemented across the campus?
- 1B-12. What evidence is there that students are reaching academic program goals?
- 1B-13. On what basis does the institution evaluate students' abilities to integrate and apply their learning?
- 1B-14. What evidence is there that outcomes assessment data has been used to make changes to curricula and pedagogy?

1B-15. How are assessment data used to ensure that the use of resources serves to renew the institution while advancing student learning?

## Working Group 2: Faculty, the Board and the Administration: Quality, Collegiality and Governance

This Working Group is charged with looking at two critical aspects of the University – leadership and governance, and the Faculty body. In order to do this work, two committees have been formed. The first will assess, analyze and document the effectiveness of leadership and governance (Standard 4) at Long Island University. The second committee is charged with determining the institution's effectiveness in recruiting, developing, assessing and supporting its Faulty (Standard 10).

#### **Committee A (Leadership and Governance)**

#### Standard 4: Leadership and Governance

- 2A-1. On each of the campuses (Brooklyn, C.W. Post, Pharmacy and the Regionals) to what extent are there distinct roles and responsibilities recognized and respected by the Faculty, Administration and the Board of Trustees?
- 2A-2. To what extent is there a formal system of shared governance recognized by the Board of Trustees, Administration and the Faculty for each of the campuses (Brooklyn, C.W. Post, Pharmacy and the Regionals) and across the institution as a whole?
- 2A-3. In what ways and for what reasons have the institution's governance systems changed over the past five years? What has been the impact of these changes?
- 2A-4. What might be done to resolve the impasse that exists with respect to the development of an agreed-upon shared system of governance at C.W. Post and for the University as a whole?
- 2A-5. In what ways, other than a formal shared governance system, do the Board, Faculty and Administration work together to achieve their own and mutual aims?
- 2A-6. What is the relationship between the formal governance system for each campus as it now exists and its Faculty/University Collective Bargaining Agreement?
- 2A-7. How and to what extent does the existing governance structure ensure that the Board hears and understands faculty concerns? How does it ensure that the Faculty can understand the Board's positions?

2A-8. To what extent do the governance structures encourage or enable the Board or the Faculty to act in meaningful ways in response to each other's concerns?

#### **Committee B (Faculty)**

#### Standard 10: Faculty

- 2B-1. To what extent does the University have clear and specific policies and practices for peer review, indicating the rights, roles and responsibilities of Faculty? By what means do the Faculty and the administration monitor adherence to these policies?
- 2B-2. How does the institution know that its policies and practices actually enable it to recruit, develop and retain faculty who support the teacher/scholar model? How does its success in this effort compare to peer institutions?
- 2B-3. To what extent does the University have clear and specific policies and practices for the role of faculty with respect to the hiring and recruitment of new faculty and administrators?
- 2B-4. How are University resources allocated for faculty positions and support?
- 2B-5. To what extent are there clear written documents and explicit processes to support professional development in the areas of teaching, professional roles, and research?
- 2B-6. To what extent does the University have a system to evaluate the distribution of faculty non-teaching workload? Is the allocation of teaching workloads, administrative work, and other professional responsibilities fairly distributed across the University?
- 2B-7. To what extent does the University have clear and specific policies and practices for development, administration and assessment of the curriculum, including the rights, roles and responsibilities of Faculty?
- 2B-8. To what extent are there clear and specific policies and practices ensuring Faculty leadership in strategic changes to the curriculum and implementation of changes to the academic organization of the University?
- 2B-9. Does the University have a published statement on academic freedom? Does the Faculty perceive that statement as being honored?

- 2B-10. To what extent do faculty issues, *e.g.*, the percentage of full-time teaching in programs, the workload hours paid relative to student credits charged for different levels and types of courses, the availability of full-time faculty teaching at introductory, advanced and graduate courses, affect the educational resources available to students at various stages in the programs?
- 2B-11. To what extent do students in introductory, advanced and graduate courses have access to full-time faculty?
- 2B-12. How do students perceive the engagement and efficacy of the Faculty in educating them?
- 2B-13. To what extent are there clear policies and written documents indicating the rights, roles and responsibilities of the Faculty and students with respect to grievances against faculty or against students, disciplinary actions aimed at faculty or students, and dismissal procedures? Is the information disseminated as needed to all relevant stakeholders?
- 2B-14. What are the perceptions of the Faculty about working conditions at the University? What are the perceptions of faculty about the policies referred to in Question 2B-13?

#### **Working Group 3: Managing the Institution to Advance the Mission**

Working Group 3 will evaluate the effectiveness of the institution's efforts to link strategic planning, resource allocation and assessment in order to promote the goals of the *Strategic Agenda*. This work will be undertaken within the context of the following Middle States standards:

Standard 2: Planning, Resource Allocation and Renewal

Standard 3: Institutional Resources

- 3-1. How has the University's Strategic Agenda influenced and shaped the budget development process?
- 3-2. How have the University's planning processes guided decisions about new academic program development and elimination of current programs?
- 3-3. The active and ongoing participation of all stakeholders at an institution are essential for effective planning. To what extent have the University's various stakeholders been involved in the process during the past five years?

- 3-4. An implicit goal of the University's Strategic Agenda was to build a culture of evidence to support planning, resource allocation, and decision making. In light of this goal, have major shifts in the allocation of resources been clearly tied to operational assessment and planning?
- 3-5. What evidence is there to support the contention that major capital investments have enabled the University to attract more students and to improve students' chances of success?
- 3-6. How is the University using institutional and comparative data to inform facilities planning and budgeting?
- 3-7. How has the University used data-driven assessment to drive resource allocation decisions at the programmatic and institutional levels?
- 3-8. How has the creation of a University Office of Human Resources affected institutional effectiveness?
- 3-9. How do current organizational and administrative structures facilitate or inhibit the University's goal-setting and planning processes?
- 3-10. For many years the University has struggled to maintain its bond rating and to build its endowment. Still, the University is fundamentally a tuition-dependent institution and finds itself constrained as it seeks to preserve and improve its financial standing while extending educational opportunity to "people from all backgrounds." How has the University managed to balance the competing demands upon its resources and still fulfill its mission?
- 3-11. What is the University's long-term plan for funding its commitment to digital and electronic forms of delivering education? What are the budgetary and financial implications of fulfilling this commitment?
- 3-12. How has the University's Enterprise Resource Planning system changed the way resources are allocated, expended, and evaluated? How has the ERP implementation impacted institutional integrity?
- 3-13. How does the University centrally monitor the effectiveness with which resources are used for academic programs and student support? What questions does it ask? What answers does it seek?
- 3-14. In terms of funding new initiatives, how does the University centrally review the multiple priorities and of its academic and support units?

#### Working Group 4: Instructional Technology and Teaching in the 21st Century

The charge of Working Group 4 is to examine the role of instructional technology at Long Island University by addressing questions related to the role of the 21st century library; faculty/student development and support in instructional and information technology; blended and online learning activities and programs; and assessment of student learning in blended and online courses and programs. In addressing these issues, this Working Group will demonstrate compliance with the following Middle States standards:

Standard 11: Educational Offerings

Standard 13: Related Educational Offerings Standard 14: Assessment of Student Learning

- 4-1. What policies and/or guidelines have been developed to assure academic quality and integrity in teaching and learning with technology, and how are these policies and/or guidelines communicated to stakeholders?
- 4-2. What support services exist for students enrolled in blended and online courses, how is the efficacy of these services assessed, and how are the assessment results utilized for continuous improvement?
- 4-3. Do teaching and learning technology resources inside and outside the classroom adequately support student learning?
- 4-4. Are blended and online teaching and learning activities consistent with the University's mission and goals, and the University's rationale for technology-enhanced delivery of education?
- 4-5. What resources are available to orient, support and train faculty participating in blended and online courses and programs?
- 4-6. What initiatives have taken place at Long Island University to support faculty in assessing student learning for blended and online courses and programs?
- 4-7. Do the University Libraries provide appropriate technology tools to enhance and support student learning inside and outside of the classroom?
- 4-8. In what ways have the University Libraries leveraged technology to increase operational efficiency and enhance their ability to support faculty and students in teaching, learning and research?

#### **INVENTORY OF SUPPORT DOCUMENTS**

The Working Groups will draw on an Inventory of Support Documents to conduct their research and analysis. The Self-Study Report will include an inventory that identifies each document with one or more Middle States standards. As described earlier, electronic versions of all documents will be available for review by members of the University community through its SharePoint site (<a href="www.middlestates.liu.edu">www.middlestates.liu.edu</a>). A draft Inventory of Support Documents is included (see Appendix C).

#### ORGANIZATION OF THE SELF-STUDY REPORT

As described in "Charges to the Working Groups," Standards 1, 6 and 7 represent important horizontal threads to be addressed in each chapter of the University's Self-Study Report. In addition to the three threaded standards, the Self-Study Report will incorporate all remaining standards in the format shown below:

- I. Executive Summary
- II. Overview of the Self-Study Process
- III. Introduction / Prologue
- IV. Chapter 1: Student Success In and Out of the Classroom
  - A. University Mission
    - Standard 1: Mission and Goals
    - 1. Overview
    - 2. Analysis
    - 3. Summary of Findings
    - 4. Recommendations
  - B. Institutional Context and Educational Effectiveness
    - Standard 5: Administration
    - Standard 8: Student Admissions and Retention
    - Standard 9: Student Support Services
    - Standard 13: Related Educational Activities
    - 1. Overview
    - 2. Analysis
    - 3. Summary of Findings
    - 4. Recommendations
  - C. Educational Effectiveness Assessment of Student Learning
    - Standard 11: Educational Offerings
    - Standard 12: General Education
    - Standard 14: Assessment of Student Learning
    - 1. Overview
    - 2. Analysis
    - 3. Summary of Findings
    - 4. Recommendations
- V. Chapter 2: Faculty, the Board and the Administration: Quality, Collegiality and Governance
  - A. Leadership and Governance
    - Standard 4: Leadership and Governance
      - 1. Overview
      - 2. Analysis
      - 3. Summary of Findings
      - 4. Recommendations

- B. Faculty
  - Standard 10: Faculty
    - 1. Overview
    - 2. Analysis
    - 3. Summary of Findings
    - 4. Recommendations
- VI. Chapter 3: Managing the Institution to Advance the Mission
  - Standard 2: Planning, Resource Allocation and Institutional Renewal
  - Standard 3: Institutional Resources
  - A. Overview
  - B. Analysis
  - C. Summary of Findings
  - D. Recommendations
- VII. Chapter 4: Instructional Technology and Teaching in the 21st Century
  - Standard 11: Educational Offerings
  - Standard 13: Related Educational Activities
  - Standard 14: Assessment of Student Learning
  - A. Overview
  - B. Analysis
  - C. Summary of Findings
  - D. Recommendations
- VIII. Conclusion and Summary of Recommendations

#### **EDITORIAL STYLE AND FORMAT OF REPORTS**

To ensure a Self-Study Report consistent in editorial style and appearance, the Drafting & Oversight Committee has adopted a guide that describes the style and format to be used in the chapter reports prepared by the Working Groups. The style guide offers detailed information on standard fonts, margins, spacing, use of abbreviations, and the treatment of graphs, tables and figures. (See Appendix D).

#### TIMETABLE FOR THE SELF-STUDY AND EVALUATION

Fall 2010		
September 2, 2010	Announcement of Middle States Self-Study Process	
November 9-10, 2010	Self-Study Institute	
November 19, 2010	University Mission Statement Committee meets	
Spring 2011		
January 21, 2011	Drafting & Oversight Committee convenes to begin preparing Self-Study Design	
January 28, 2011	University Mission Statement Committee meets	
March 11, 2011	Drafting & Oversight Committee meets	
April 6, 2011	University submits Self-Study Design to Middle States liaison	
April 2011	Middle States liaison reviews Self-Study Design	
April 15, 2011	Drafting & Oversight Committee meets	
April 26, 2011	Middle States liaison visits University	
Fall 2011		
	Drafting & Oversight Committee begins regular communication outreach to University community	
	Working Groups prepare preliminary draft chapter reports with emphasis on mission statement research questions	
	Drafting & Oversight Committee oversees Working Groups' research and provides feedback	
November 11, 2011	University Mission Statement Committee reviews preliminary Working Group findings	
December 2011	Drafting & Oversight Committee meets with emphasis on mission statement research questions and possible gaps in data and evidence sources	

Winter 2012		
	Middle States selects evaluation team Chair; University approves Chair selection	
	University and evaluation team Chair choose dates for preliminary visit and evaluation team visit	
	University sends Self-Study Design to evaluation team Chair	
Spring 2012		
	Middle States selects evaluation team members; University approves evaluation team member selection	
	Working Groups submit revised draft chapter reports to Drafting & Oversight Committee; Drafting & Oversight Committee begins to consolidate Self-Study Report	
	Drafting & Oversight Committee circulates draft consolidated Self-Study Report to University Mission Statement Committee and Working Groups	
April 6, 2012	Joint meeting of Drafting & Oversight Committee and University Mission Statement Committee to review draft consolidated Self- Study Report	
April 20, 2012	University Mission Statement Committee makes recommendations on University mission statement based on findings of draft chapter reports	
May 1, 2012	Drafting & Oversight Committee meets to prepare first draft for circulation to University community	
Summer 2012		
	Ongoing work and communication	
Fall 2012		
Early September 2012	Drafting & Oversight Committee reviews and approves consolidated draft prior to circulation to University community	
Mid-September 2012	Consolidated draft Self-Study Report is shared with:  o University community o Board of Trustees	
Early November 2012	Consolidated draft Self-Study Report is shared with:  o Evaluation team Chair	

Mid to late November 2012 Early December 2012	Evaluation team Chair makes preliminary visit to University  Drafting & Oversight Committee prepares final version of Self-Study Report, based on feedback from University community and Board of Trustees
Winter 2013	
January 15, 2013	Final Self-Study Report is sent to:  o Evaluation team o Middle States
Spring 2013	
March 1, 2013	Evaluation team visits University
March 15, 2013	Evaluation team issues report
April 1, 2013	University responds to evaluation team report
Fall 2013	
	Middle States Committee on Evaluation Reports meets and makes recommendation
	Middle States issues statement of action on accreditation

#### PROFILE OF THE VISITING EVALUATION TEAM

In selecting members of the evaluation team for Long Island University it will be important to consider the size, geography and organizational complexity of the institution. In addition to visiting the University's two residential campuses (Brooklyn and C.W. Post), team members will want to spend time at all or several of the non-residential campuses (Brentwood, Riverhead, Rockland and Westchester), as well as University Center, where the central administrative offices and operations are housed. Also, members of the evaluation team will be asked to visit a sample of the approximately 100 Additional Locations and Instructional Sites identified in the University's Statement of Accreditation Status.

Because of the degree of coordination and organization needed to conduct a peer review of this multi-campus institution, the Drafting & Oversight Committee believes it will be helpful for the evaluation team chair to have extensive experience in conducting an evaluation site visit. Ideally, he or she will have presidential experience with a large, multi-campus, tuition-dependent, public or private institution with a relatively modest endowment.

Long Island University takes great pride in celebrating the diversity of its students, faculty, employees, and the communities it serves. As such, ethnic and/or racial diversity within the evaluation team would be welcome. Evaluation team members who might be well suited to participating in this peer review include professionals with experience in urban institutions of higher education (like the Brooklyn Campus), in suburban universities or colleges (like the C.W. Post Campus), and in branch campuses serving graduate and/or commuter student populations (like the non-residential campuses at Brentwood, Riverhead, Rockland and Westchester). 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; Pennsylvania State University; Rutgers University; Wilmington University; Towson University; University of Maryland, Baltimore County; and Widener University. Finally, the University understands that because Middle States has approved the institution's offering of distance education programs, the evaluation team will include a member to review the University's distance education offerings.

# Long Island University Middle States Self-Study Report (2012-2013)

Chapters	Middle States Standards
<ul> <li>Student Success In and Out of the Classroom         <ul> <li>University Mission</li> <li>Institutional Context and Educational Effectiveness</li> <li>Educational Effectiveness Assessment of Student Learning</li> </ul> </li> </ul>	1 1,6,7 5,8,9,13 1,6,7 11,12,14
2 Faculty, the Board and the Administration: Qaulity, Collegiality and Governance	1, 6, 7 4, 10
<b>3</b> Managing the Institution to Advance the Mission	1, 6, 7 2, 3
4 Instructional Technology and Teaching in the 21st Century	1, 6, 7 9, 11, 13, 14

<sup>\*</sup>Standards shown in Red are addressed primarily in the chapter in which they appear

<sup>\*</sup> Standards shown in Black represent horizontal threads embedded throughout the Self-Study Report

# LONG ISLAND UNIVERSITY MIDDLE STATES SELF-STUDY REPORT (2012-2013)

# RELATIONSHIP OF RESEARCH QUESTIONS TO MIDDLE STATES STANDARDS

## Middle States Standards of Accreditation

1Mission and Goals6Integrity2Planning, Resource Allocation, and Institutional Renewal7Institutional As3Institutional Resources8Student Admiss4Leadership and Governance9Student Support5Administration10Faculty	sions	and Re	etenti	on			12 G 13 R	ducati Jeneral Related Assessn	Educa Educa	ition itional	Activi			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
CHAPTER 1: STUDENT SUCCESS IN AND OUT OF THE CLASSROOM														
M-1. Does the current University mission statement encompass the aspirations of all segments of the university community?	X					X	X							
M-2. Are the goals and objectives of the academic departments congruent with the University and campus mission statements?	X					X	X				X			X
M-3. To what extent are there shared expectations across the institution about the relative importance of teaching, research and service in the context of the requirements for reappointment, tenure and promotion? Is the role of clinical work, professional practice, and artistic/performance endeavors (professional roles) appropriately integrated into this framework?	X					X	X			X				
M-4. How does the current governance structure ensure that faculty across campuses and programs are communicating and working together to support the University's mission?	X			X			X							
M-5. To what extent have the University's strategic priorities been aligned with University's mission?	X	X				X	X							
M-6. Does the University enroll and graduate students from all levels of the socioeconomic spectrum as called for in its mission?	X					X	X	X						
M-7. Have resources been effectively channeled to help students whose academic skills or social or economic circumstances pose barriers to successful pursuit of a degree?	X	X					X		X					

# Appendix B

<ul><li>2 Plann</li><li>3 Instit</li><li>4 Leade</li></ul>	on and Goals  ing, Resource Allocation, and Institutional Renewal utional Resources ership and Governance inistration  6 Integrity 7 Institutional A 8 Student Admit 9 Student Support 10 Faculty	ssions	and Re	etenti	on			12 C 13 F	Genera Related	l Educa l Educa	offering ation ational f Stude	Activi			
Researc	h Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
	How well have the University's academic programs prepared students for successful careers in their chosen professions?	X						X				X			X
H H	What are Long Island University's long-term goals for blended learning? How consistent is the institution's plan with the mission of the University? How does the University's plan for online and blended learning address ssues of "Access and Excellence"?	x						X				X		X	x
S	Are the mission and goals of the University as expressed through teaching, scholarship and learning with technology consistent with administrative oractice, and are there any real or apparent conflicts of interest in the University's activities?	x					X	x						X	
l s	With respect to the key institutional priority of student success, how has the University evaluated the effectiveness of its administrative structure? What strategic or long-term goals have informed administrative change over the past five years?					x	x	x							
	How has the University determined that the level of resources it has allocated for ongoing assessment is appropriate and sufficient?		X					X							X
i	How have local, national, and international demographic trends been reflected in institutional planning? How has the institution repositioned tself to address these trends, and have these trends moved the institution to rethink its mission?	X				x		X	x						

1Mission and Goals6Integrity2Planning, Resource Allocation, and Institutional Renewal7Institutional A3Institutional Resources8Student Admis4Leadership and Governance9Student Suppo5Administration10Faculty	sions	and Re	etenti	on		:	<b>12</b> G <b>13</b> R	eneral elated	Educa Educa	ffering ation ational f Stude	Activit			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1A-4. The University's student-support and student-life programs prepare students for the rigor of academic studies and college life. How has the university measured the overall effectiveness of these programs and their impact upon student learning and student persistence? How have these programs changed over time?								X	X					x
1A-5. How has the institution developed and evaluated new methods of communication and information management to better advise students and monitor their progress towards graduation and a successful career?						X		X	x					х
1A-6. How has the institution helped students understand and make sound decisions concerning the financing of their college educations? How have the content and delivery of financial advice to students been evaluated, and how have these evolved?						X		X	x					
1A-7. In order to increase the resources available for student support services, the University must seek external sources of funding. Given this reality, has the institution been able to increase its grant funding from state, federal, and private sources over the past five years? What is the institution's plan for increasing grant funding in the future and on what analysis and/or management review is this plan based?									x					
1A-8. According to what criteria and by what means were proposals for new programs developed and vetted over the past five years? Have proposals for new programs been guided by the institution's strategic goals? How have these new programs been aligned with the University and campus mission and goals?	x										x			
1A-9. With respect to student support services, how has the University reallocated technological and infrastructure resources to reflect changes in strategic or operational goals over the past five years?							X	X	X					

# Appendix B

<ul><li>2 Pla</li><li>3 Inst</li><li>4 Lea</li></ul>	sion and Goals nning, Resource Allocation, and Institutional Renewal citutional Resources dership and Governance nninistration  6 Integrity 7 Institutional A 8 Student Admis 9 Student Suppo	sions	and Re	etenti	on			12 G 13 R	General Related	Educa Educa	ffering ation ational f Stude	Activi			
Resear	rch Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1A-10.	What examples can the institution produce to show that it has acted upon assessment findings to improve student learning and success (outside and inside the classroom)?							X	X						X
1A-11.	What changes in student advisement and co-curricular learning have been implemented over the past five years? What was the basis for these changes?								X	X					
1A-12.	How does the institution perceive the relationship between admissions and student retention? How has the institution linked its admissions policy to its undergraduate curriculum and student support services?								X			X			
1A-13.	With respect to student learning and success, how have academic initiatives been evaluated and changed over the past five years?								X	X					X
1A-14.	How effectively have academic support services been delivered to students at-risk? How has the delivery of these services been evaluated and improved over the past five years?									X					X
1A-15.	How has the institution come to its current understanding of the problem of student attrition? In what ways has it marshaled its resources to tackle the problem?								X						
1A-16.	How has the institution come to view the relationship between its international and global studies programs and its primary mission? How does the institution balance the needs of its international programs with its broader educational goals?	X					X	x				X			
1A-17.	To what extent do institutional programs assist students in the development of life skills and civic responsibility? What evidence shows that such participation facilitates persistence and engagement?							X	X	X				X	

1Mission and Goals6Integrity2Planning, Resource Allocation, and Institutional Renewal7Institutional A3Institutional Resources8Student Admis4Leadership and Governance9Student Suppo5Administration10Faculty	sions	and Re	etenti	on			12 G 13 R	eneral elated	Educa Educa	ffering ation ational f Stude	Activi			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1A-18. To what extent do alumni support the engagement and retention efforts for current students of the institution?							X	X						
1A-19. What practices of specialized, co-curricular or extra-curricular programs have been adapted to provide support and pedagogical assistance for atrisk students? What evidence demonstrates that these strategies improve students' academic success?											X		X	X
1A-20. To what extent has assessment of student learning been used to improve cooperative and continuing education offerings?											X		X	X
1B-1. What evidence demonstrates that the institutional educational offerings have sufficient content and rigor appropriate to degree levels?											X			
1B-2. How has the institution assessed the effectiveness of the curriculum in meeting the academic needs of underprepared students?											X			X
1B-3. Given that the institution is increasing attention to global awareness, how is global awareness incorporated into educational offerings?	X					X					X			
1B-4. How do co-curricular experiences enable students to meet goals and learning objectives in courses and programs?											X			X
1B-5. How is information literacy addressed within the curriculum? How is assessment of information literacy data used to improve student learning?												X		X
1B-6. How does the institution address matters of academic integrity related to information literacy? To what degree are efforts to address such matters coordinated between the Faculty and the library?							X					X		
1B-7. Are library resources effectively directed towards student learning? Please describe.			X											X
1B-8. What impact does instructional technology have on educational offerings and student learning?											X			X

1Mission and Goals6Integrity2Planning, Resource Allocation, and Institutional Renewal7Institutional A3Institutional Resources8Student Admis4Leadership and Governance9Student Suppo5Administration10Faculty	sions	and Re	etenti	on			<b>12</b> G <b>13</b> R	eneral elated	Educa Educa	ffering ation ational f Stude	Activit			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1B-9. What evidence is there that the core curriculum results in student acquisition of essential college-level proficiency skills?												X		X
1B-10. How well do core courses prepare students to reach academic program goals? Do upper-division courses reinforce learning goals embodied in the core?											X	X		X
1B-11. How well are assessment practices integrated and implemented across the campus?						X	X							
1B-12. What evidence is there that students are reaching academic program goals?											X			X
1B-13. On what basis does the institution evaluate students' abilities to integrate and apply their learning?											X	X		X
1B-14. What evidence is there that outcomes assessment data has been used to make changes to curricula and pedagogy?											X	X		X
1B-15. How are assessment data used to ensure that the use of resources serves to renew the institution while advancing student learning?	X	X					X				X	X	X	X
CHAPTER 2: FACULTY, THE BOARD AND THE ADMINISTRATION: QUALITY, COLL	EGIAI	ITY A	ND (	GOVE	RNAN	CE								
2A-1. On each of the campuses (Brooklyn, C.W. Post, Pharmacy and the Regionals) to what extent are there distinct roles and responsibilities recognized and respected by the Faculty, Administration and the Board of Trustees?					X	X	X							
2A-2. To what extent is there a formal system of shared governance recognized by the Board of Trustees, Administration and the Faculty for each of the campuses (Brooklyn, C.W. Post, Pharmacy and the Regionals) and across the institution as a whole?					X	X								
2A-3. In what ways and for what reasons have the institution's governance systems changed over the past five years? What has been the impact of these changes?				X										

1 Mission and Goals6 Integrity2 Planning, Resource Allocation, and Institutional Renewal7 Institutional A3 Institutional Resources8 Student Admis4 Leadership and Governance9 Student Suppo5 Administration10 Faculty	sions a	and Re	etenti	on			<b>12</b> G <b>13</b> R	eneral elated	Educa Educa	ffering ation ational f Stude	Activit			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2A-4. What might be done to resolve the impasse that exists with respect to the development of an agreed-upon shared system of governance at C.W. Post and for the University as a whole?				x										
2A-5. In what ways, other than a formal shared governance system, do the Board, Faculty and Administration work together to achieve their own and mutual aims?				X	X		X							
2A-6. What is the relationship between the formal governance system for each campus as it now exists and its Faculty/University Collective Bargaining Agreement?				X										
2A-7. How and to what extent does the existing governance structure ensure that the Board hears and understands faculty concerns? How does it ensure that the Faculty can understand the Board's positions?				X	X	X								
2A-8. To what extent do the governance structures encourage or enable the Board or the Faculty to act in meaningful ways in response to each other's concerns?				X	X	X								
		ı	ı	1	T	1	T	T	ı	ı				
2B-1. To what extent does the University have clear and specific policies and practices for peer review, indicating the rights, roles and responsibilities of Faculty? By what means do the Faculty and the administration monitor adherence to these policies?					X	X				X				
2B-2. How does the institution know that its policies and practices actually enable it to recruit, develop and retain faculty who support the teacher/scholar model? How does its success in this effort compare to peer institutions?						X	X			X				
2B-3. To what extent does the University have clear and specific policies and practices for the role of faculty with respect to the hiring and recruitment of new faculty and administrators?					X					X				

1 Mission and Goals6 Integrity2 Planning, Resource Allocation, and Institutional Renewal7 Institutional A3 Institutional Resources8 Student Admi4 Leadership and Governance9 Student Suppose5 Administration10 Faculty	ssions	and Re	etenti	on			<b>12</b> G <b>13</b> R	eneral elated	l Educa Educa	ffering ation ational f Stude	Activi			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2B-4. How are University resources allocated for faculty positions and support?		X								X				
2B-5. To what extent are there clear written documents and explicit processes to support professional development in the areas of teaching, professional roles, and research?						X				X				
2B-6. To what extent does the University have a system to evaluate the distribution of faculty non-teaching workload? Is the allocation of teaching workloads, administrative work, and other professional responsibilities fairly distributed across the University?						X	x			x				
2B-7. To what extent does the University have clear and specific policies and practices for development, administration and assessment of the curriculum, including the rights, roles and responsibilities of Faculty?						X	X			X				
2B-8. To what extent are there clear and specific policies and practices ensuring Faculty leadership in strategic changes to the curriculum and implementation of changes to the academic organization of the University?		X			X					X	X			
2B-9. Does the University have a published statement on academic freedom?  Does the Faculty perceive that statement as being honored?						X				X				
2B-10. To what extent do faculty issues, e.g., the percentage of full-time teaching in programs, the workload hours paid relative to student credits charged for different levels and types of courses, the availability of full-time faculty teaching at introductory, advanced and graduate courses, affect the educational resources available to students at various stages in the programs?		x					X			X				
2B-11. To what extent do students in introductory, advanced and graduate courses have access to full-time faculty?								X		X	X			
2B-12. How do students perceive the engagement and efficacy of the Faculty in educating them?								X		X				

1Mission and Goals6Integrity2Planning, Resource Allocation, and Institutional Renewal7Institutiona3Institutional Resources8Student Adr4Leadership and Governance9Student Sup5Administration10Faculty	nissions	and Re	etenti	on			<b>12</b> G <b>13</b> R	eneral elated	Educa Educa	ffering ation ational f Stude	Activit			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
2B-13. To what extent are there clear policies and written documents indicating the rights, roles and responsibilities of the Faculty and students with respect to grievances against faculty or against students, disciplinary actions aimed at faculty or students, and dismissal procedures? Is the information disseminated as needed to all relevant stake holders?						X	X			X				
2B-14. What are the perceptions of the Faculty about working conditions at the University? What are the perceptions of faculty about the educational policies referred to in Question 2B-13?							x			X				
CHAPTER 3: MANAGING THE INSTITUTION TO ADVANCE THE MISSION														
3-1. How has the University's Strategic Agenda influenced and shaped the budget development process?		X	X				X							
3-2. How have the University's planning processes guided decisions about new academic program development and elimination of current programs?		X	X				X				X			
3-3. The active and ongoing participation of all stakeholders at an institution are essential for effective planning. To what extent have the University's various stakeholders been involved in the process during the past five years?		X				X	x							
3-4. An implicit goal of the University's Strategic Agenda was to build a culture of evidence to support planning, resource allocation, and decision making. In light of this goal, have major shifts in the allocation of resources been clearly tied to operational assessment and planning?		X	X				x							х
3-5. What evidence is there to support the contention that major capital investments have enabled the University to attract more students and to improve students' chances of success?		x						X						
3-6. How is the University using institutional and comparative data to inform facilities planning and budgeting?		X	X				X							

1Mission and Goals6Integrity2Planning, Resource Allocation, and Institutional Renewal7Institutional A3Institutional Resources8Student Admis4Leadership and Governance9Student Suppo5Administration10Faculty	sions	and Re	etenti	on			<b>12</b> G <b>13</b> R	eneral elated	Educa Educa	ffering ation ational f Stude	Activit			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
3-7. How has the University used data-driven assessment to drive resource allocation decisions at the programmatic and institutional levels?		X					X							X
3-8. How has the creation of a University Office of Human Resources affected institutional effectiveness?			X		X		X							
3-9. How do current organizational and administrative structures facilitate or inhibit the University's goal-setting and planning processes?		X			X		X							
3-10. For many years the University has struggled to maintain its bond rating and to build its endowment. Still, the University is fundamentally a tuition-dependent institution and finds itself constrained as it seeks to preserve and improve its financial standing while extending educational opportunity to "people from all backgrounds." How has the University managed to balance the competing demands upon its resources and still fulfill its mission?	X	X	X				x							
3-11. What is the University's long-term plan for funding its commitment to digital and electronic forms of delivering education? What are the budgetary and financial implications of fulfilling this commitment?		X					X							
3-12. How has the University's Enterprise Resource Planning system changed the way resources are allocated, expended, and evaluated? How has the ERP implementation impacted institutional integrity?		X				X	X							
3-13. How does the University centrally monitor the effectiveness with which resources are used for academic programs and student support? What questions does it ask? What answers does it seek?		X			X		X		X		X			
3-14. In terms of funding new initiatives, how does the University centrally review the multiple priorities and of its academic and support units?		X			X									<u> </u>
CHAPTER 4: INSTRUCTIONAL TECHNOLOGY AND TEACHING IN THE 21 <sup>ST</sup> CENT	ΓURY													
4-1. What policies and/or guidelines have been developed to assure academic						X	X							i

# Appendix B

<ul> <li>2 Planning, Resource Allocation, and Institutional Renewal</li> <li>3 Institutional Resources</li> <li>4 Leadership and Governance</li> <li>5 St</li> <li>9 St</li> </ul>	tegrity stitutional Assessr udent Admissions udent Support Ser culty	and Re	etenti	on			12 ( 13 F	General Related	l Educa Educa	Offering ation ational f Stude	Activi			
Research Questions and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
quality and integrity in teaching and learning with technology, are these policies/guidelines communicated to stakeholders?	nd how													
4-2. What support services exist for students enrolled in blended and o courses, how is the efficacy of these services assessed, and how are assessment results utilized for continuous improvement?									X				X	X
4-3. Do teaching and learning technology resources inside and outside classroom adequately support student learning?	the		X										X	X
4-4. Are distance learning and blended teaching activities consistent w University's mission and goals, and the University's rationale for technology-enhanced delivery of education?	rith the					x							X	
4-5. What resources are available to orient, support and train faculty participating in blended/online courses and programs?			X							X			X	
4-6. What initiatives have taken place at Long Island University to sup faculty in assessing student learning for blended and online cours programs?	=									X			X	
4-7. Do the University Libraries provide appropriate technology tools of enhance and support student learning in and outside of the classr							X						X	X
4-8. In what ways have the University Libraries leveraged technology increase operational efficiency and enhance their ability to suppo and students in teaching, learning, and research?							X			X	X			X

# LONG ISLAND UNIVERSITY MIDDLE STATES SELF-STUDY REPORT (2012-2013)

## INVENTORY OF SUPPORT DOCUMENTS

#### Middle States Standards of Accreditation

1 Mission and Goals 2 Planning, Resource Allocation, and Institutional Renewal 3 Institutional Resources 4 Leadership and Governance 5 Administration 6 Integrity 7 Institutional Asses 8 Student Admission 9 Student Support So 10 Faculty	is and R	etenti	on			12 13	Gener Relate	ational ral Edu ed Edu ssment	cation cation	al Acti		g		
Documents for Review, and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
MIDDLE STATES PUBLICATIONS														
Characteristics of Excellence in Higher Education (11th Edition, 2002)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Self-Study: Creating a Useful Process and Report (2 <sup>nd</sup> Edition, 2007)							X							
Team Visits: Conduction and Hosting an Evaluation Visit (2006)							X							
Distance Education Programs: Interregional Guidelines for the Evaluation of Distance Education (Online Learning) (2011)							X				X		X	X
UNIVERSITY DOCUMENTS														
University Mission Statement (2002)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
University Vision Statement (2002)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Long Island University: A Student-Centered Institution (Strategic Agenda, 2006)	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Long Island University 2002-2003 Decennial Self-Study							X							
Long Island University Periodic Review Report (2008)		X		X			X			X	X	X		X
University Facts in Brief (2006-2011)			X				X			X	X			
Middle States Institutional Profile (2010)														
Communication from President Steinberg about Middle States Self-Study Process	X				X		X				X	X	X	X

Planning, Resource Allocation, and Institutional Renewal Institutional Resources  7 Institutional Assessment Student Admissions and Retention				12 13	<ul> <li>Educational Offerings</li> <li>General Education</li> <li>Related Educational Activities</li> <li>Assessment of Student Learning</li> </ul>									
Documents for Review, and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
(2010)														
Presidential Communication Regarding the National Economic Crisis and Long Island University (2008-2011)	X	X	X			X	X							
New Modes of Learning: Technology and Teaching at Long Island University for the 21st Century (2008)							X				X	X		X
Audited Financial Statements (2006-2010)		X	X				X							
Revenues and Direct Expenses by School and Department (fiscal years 2007-2011)		X	X				X							
Web-Mediated Taskforce Meeting Agendas and Minutes											X	X		X
ACE Internationalization Report	X									X	X			
CAMPUS DOCUMENTS														
Campus Mission Statements (Brooklyn Campus, C.W. Post Campus)	X													
Department Mission Statements (Brooklyn Campus, C.W. Post Campus)	X													
Goals and Objectives (Brooklyn Campus, C.W. Post Campus)	X													
Undergraduate and Graduate Bulletins (Brooklyn Campus, C.W. Post Campus)	X					X		X	X		X	X	X	X
Graduate Bulletins (Brentwood Campus, Long Island University at Riverhead, Rockland Graduate Campus, Westchester Graduate Campus)	X					X		X	X		X	X	X	X
ASSESSMENT DOCUMENTS														
University Assessment Committee Meeting Agendas and Minutes														X
University Mission Statement Committee Meeting Agendas and Minutes	X						X							X
Library Information Literacy Reports and Assessments	X										X	X		X

Planning, Resource Allocation, and Institutional Renewal Institutional Resources 7 Institutional Assessment 8 Student Admissions and Retention 13				12 13	<ul> <li>Educational Offerings</li> <li>General Education</li> <li>Related Educational Activities</li> <li>Assessment of Student Learning</li> </ul>									
Documents for Review, and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Library Competency Exam (C.W. Post Campus)	X										X	X		X
Core Seminar Portfolios (Brooklyn Campus)	X										X	X		X
Evidence of Curriculum Revision	X										X	X		X
Academic Assessment Plans	X										X	X		X
College/School Mission and Goals	X													
Student Success Plan (C.W. Post Campus)	X					X	X				X			X
Assessment Software Taskforce Meeting Agendas and Minutes							X				X			X
Brooklyn Campus Outcomes Assessment Committee Meeting Agendas and Minutes	X						X				X	X		X
C.W. Post Campus Outcomes Assessment Steering Committee Meeting Agendas and Minutes	X						X				X	X		X
Faculty Outcomes Assessment Steering Committee Meeting Agendas and Minutes (C.W. Post Campus)	X						X			X	X	X		X
Campus Support Services Subcommittee of the Outcomes Assessment Steering Committee Meeting Agendas and Minutes (C.W. Post Campus)	X						X		X					X
Curricular Committee Meeting Agendas and Minutes										X	X	X		X
First Year Experience Committee Meeting Agendas and Minutes (C.W. Post Campus)	X							X		X	X	X		X
PROGRAM ACCREDITATION REPORTS														
Professional Program Accreditation Reports											X	X		X
HANDBOOKS, POLICIES, PROCEDURES, AND/OR GUIDES (Students)														
Student Handbook (Brentwood Campus)	X					X	X	X	X		X			

Planning, Resource Allocation, and Institutional Renewal Institutional Resources  7 Institutional Assessment Student Admissions and Retention						12 13									
Documents for Review, and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
Student Handbook (Brooklyn Campus)	X					X	X	X	X		X				
Student Handbook (C.W. Post Campus)	X					X	X	X	X		X				
Student Handbook (Long Island University at Riverhead)	X					X	X	X	X		X				
Student Handbook (Rockland Graduate Campus, Westchester Graduate Campus)	X					X	X	X	X		X				
HANDBOOKS, POLICIES, PROCEDURES, AND/OR GUIDES (Faculty)															
Faculty Handbook (Brooklyn Campus)				X						X					
Faculty Handbook (C.W. Post Campus)				X						X					
Faculty Handbook (Long Island University at Riverhead)				X						X					
Faculty Handbook (Westchester Graduate Campus)				X						X					
COLLECTIVE BARGAINING AGREEMENTS															
Faculty Collective Bargaining Agreement, Brooklyn Campus				X	X					X					
Faculty Collective Bargaining Agreement, C.W. Post Campus				X	X					X					
Faculty Collective Bargaining Agreement, College of Pharmacy				X	X					X					
C.W. Post Campus Adjunct Faculty Collective Bargaining Agreement				X	X					X					
GOVERNANCE												1			
University Faculty Senate Constitution				X						X					
Brooklyn Faculty Constitution				X						X					

3 Institutional Resources 8 Student Admission	ng, Resource Allocation, and Institutional Renewal tional Resources 8 Student Admissions and Retention student Support Services 9 Student Support Services							<ul> <li>11 Educational Offerings</li> <li>12 General Education</li> <li>13 Related Educational Activities</li> <li>14 Assessment of Student Learning</li> </ul>										
Documents for Review, and Accreditation Standard Relevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14				
College of Pharmacy Faculty Constitution				X						X								
Historical Record of Governance at Long Island University				X	X					X								
CAMPUS GOVERNANCE									•			•						
Brooklyn Campus Faculty Senate Meeting Agendas and Minutes				X						X								
C.W. Post Campus Faculty Council Meeting Agendas and Minutes				X						X								
BOARD OF TRUSTEES DOCUMENTS																		
Board of Trustees Bylaws (2006)				X	X													
Board of Trustees Planning Committee Meeting Agendas and Minutes (2006-2011	) <b>x</b>	X	X			X	X											
STRATEGIC PLANNING DOCUMENTS																		
Campus Strategic Planning Workbook (Brooklyn Campus, C.W. Post Campus)	X	X	X			X	X	X	X									
Eduventures Market Research on Potential New Programs (2006-2011)	X	X									X							
Timelines for Long Island University's Strategic Agenda		X																
Progress Reports Submitted to Planning Committee (2006-2009)	X	X				X	X											
SURVEYS AND REPORTS																		
Kane Parsons Report: Undergraduate Prospect Market Research (2006)							X				X							
Kane Parsons Report: Survey of Non-Returning Students (2008)							X	X			X							
Scannell & Kurz Report: Undergraduate Strategic Pricing and Financial Aid Review (2006)	w	X	X				X											

# Appendix C

<ol> <li>Mission and Goals</li> <li>Planning, Resource Allocation, and Institutional Renewal</li> <li>Institutional Resources</li> <li>Leadership and Governance</li> <li>Administration</li> </ol>	<ul><li>6 Integrity</li><li>7 Institutional Assess</li><li>8 Student Admissions</li><li>9 Student Support Ser</li><li>10 Faculty</li></ul>	and R	etentio	on			12 13	Educa Gener Relate Asses	al Edu ed Edu	cation cation	al Activ		D.		
Documents for Review, and Accreditation Standard Re	elevance	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Scannell & Kurz Report: Adult Education Completion Study	(2011)								X			X			
Long Island University Graduate Survey (2011)									X			X			X
National Survey of Student Engagement (Brooklyn Campus 2009)	, C.W. Post Campus,								X						X
Ad-Hoc Committee on Student Preparedness Report (C.W. P 2010)	ost Campus, 2009-	X							X	X		X	X		X

# LONG ISLAND UNIVERSITY MIDDLE STATES SELF-STUDY REPORT (2012-2013)

### Style Guide for Preparing Working Group Draft Reports and Self-Study Report

#### General

- All documents are to be prepared using Microsoft Office (2007 or 2010).
- The font to be used is Cambria, 11 point, regular (except where noted).
- Line spacing to be used is 1.15.
- Margins are one-inch on all sides.
- There are to be no headers in any document.
- Footers should be ½-inch from the bottom of the page. The only information to be inserted into footers is page numbers.
- Entire document is to be left justified (ragged right), with standard paragraph indentation of ½-inch, using tabs **not spaces**.
- Quotations of two lines or less may be flowed into text and set off by quotation marks. Quotations that exceed two lines should be in blocked quote format. Blocked quotes should be indented an additional ½-inch at both the left and right margins.

#### **Grammar and Punctuation**

- All references to Long Island University or its campuses must be in the third person singular neuter (*i.e.*, *the* University, not *we*, *I*, *our* University, etc.).
- Verb tenses used in the narrative should be based on the assumption that the report will be produced and read in the Academic Year 2012/2013. Therefore, all references to Academic Year 2012/2013 or Fiscal Year 2013 should be in the present tense. All references to prior years (including 2010/2011) should use the appropriate form of the past tense. All references to 2013/2014 and beyond should use the appropriate form of the future tense.
- Academic Years should be shown as 2012/2013, for example (not 2012/13 or 2012-13).
- Fiscal Years may be referred to as Fiscal Year YYYY, where YYYY is the ending year of the fiscal period.
- When including dates, please adhere to the format shown in the following examples:

He came to the campus on September 30, 2010, for his first visit.

Here are the minutes from the meeting of February 15, 2011.

The graduating class of May 2011 includes 300 graduate students.

- Seasons and/or semesters should be capitalized (e.g., Summer 2011 or Fall semester).
- Names of cities, states or countries should be spelled, not abbreviated.
- Numbers less than 11 should be spelled. Numbers greater than ten should be represented by Arabic numerals, except when at the beginning of a sentence.
- Shorthand should not be used when referring to the campuses.

Please use the following:	Do not use:
University Center	the University Center or the
	Administration Center, etc.
Brooklyn Campus	Brooklyn or LIU-Brooklyn, etc.
C.W. Post Campus	C.W. Post or Post, etc.
Westchester Graduate Campus	Westchester Campus or Westchester
Rockland Graduate Campus	Rockland Campus or Rockland
Brentwood Campus	Brentwood
Long Island University at Riverhead	Riverhead
the Regional Campuses	the Regionals
Tilles Center	the Tilles Center, etc.
Kumble Theater	Kumble
the Arnold & Marie Schwartz College of Pharmacy and Health Sciences, initially and thereafter, the College of Pharmacy	Pharmacy

NOTE: Subsequent references may be to "the Campus" or "the College."

• "Faculty" is always third person singular neuter. Any pronominal references must be to "it" or "its".

References should be made to:	Do not use:
the Faculty	the faculty
Adjunct Faculty	adjunct faculty
the full-time Faculty	Full-time faculty
the part-time Faculty	Part-time faculty
	J

• The following standard terms should be used when referring to academic degrees and programs:

Please use:	Do not use:
bachelor's degree or Bachelor of Arts (or Science)	<u>B</u> achelor's or <u>B</u> achelor's degree
master's degree	<u>M</u> aster's or <u>M</u> aster's degree
doctorate or doctoral degree	$\underline{\underline{d}}$ octor's degree or $\underline{\underline{D}}$ octor's degree or $\underline{\underline{D}}$ octoral degree
Master of Business Administration, initially; subsequent references may be to M.B.A.	MBA
Doctor of Pharmacy, initially; subsequent references may be to Pharm.D.	PharmD

• When referring to ethnicity or race:

Use the following designations within tables or charts:	Use the following designations within descriptive narrative:
White, non-Hispanic	White
Black, non-Hispanic	Black
Hispanic	Hispanic-American
American Indian/Alaskan Native	American Indian/Alaskan Native
Asian/Pacific Islander	Asian/Pacific Islander

• The following style should be used when referring to individuals within the narrative portion of document(s):

First reference:	Subsequent References:
Chairman of the Board of Trustees Edward Travaglianti	Chairman Travaglianti
Chancellor of the C.W. Post Campus Theresa Mall Mullarkey	Chancellor Mullarkey
President David J. Steinberg	President Steinberg (not Dr. Steinberg or David Steinberg)

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Vice President for Academic Affairs Jeffrey Kane	Vice President Kane (not Dr. Kane)
Vice President for Finance and Treasurer Robert Altholz	Vice President Altholz (not Mr. Altholz)
Brooklyn Campus Provost Gale Stevens Haynes '72, '76	Provost Haynes or the Campus Provost (not Ms. Haynes)
C.W. Post Campus Provost Paul Forestell	Provost Forestell or the Campus Provost (not Dr. Forestell)
University Dean of Libraries Valeda Dent	Dean Dent (not University Dean or Ms. Dent)
Dean of the Brooklyn Campus School of Education Cecelia Traugh	Dean Traugh (not Dr. Traugh)

### **Chapter Headings and Subheadings**

(See example on page 7)

- All chapters should begin on a new page.
- Chapter headings, major headings and subheadings should not include any form of numbering or lettering system (e.g., I. Mission, Goals and Objectives, or A. Institutional Integrity).
- Chapter headings should be in bold, all capital letters and centered. A chapter heading is followed immediately by two blank line spaces before text continues.
- Major headings should be aligned at the left margin (no indentation), bold, in Title Case. A major heading is followed immediately by one blank line space before text continues.
- The first subheading under a major heading should be indented ½-inch from the margin, bold, and in Title Case. The first subheading is followed immediately by one blank line space before text continues.
- The second subheading should be indented 1-inch from the margin, bold, Title Case, and italicized. The second subheading is followed immediately by one blank line space before text continues.
- If needed, a third subheading may be used. It should be indented 1½-inches from the margin, Title Case and italicized. The third subheading, if any, is followed immediately by one blank line space before text continues.
- As stated under "General Formatting Rules" all text within headings and subheadings should have standard paragraph indentation of ½-inch, using tabs **not spaces**.

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#### **Format for Tables**

(See example on page 8)

- Titles and names of tables should be in Cambria, 11 point, regular, bold, centered.
- The table number is to be followed on the next line by the title of the table.
- The table title should be an accurate, concise description of the table contents; the length of any table title should not exceed more than half the page width.
- One blank line should separate the table title from the table itself.
- Column headings should be bold, centered.
- Alphabetic text within a cell should be left justified.
- Numeric text within a cell should be aligned using the decimal tab option, **not spaces.**
- A table may not be broken across two pages unless the table exceeds the length of a single page.
- If a table must be broken across more than one page, the table number must be shown at the top of the subsequent page(s) [e.g., Table-2 (continued)].
- If a table must be broken across more than one page, column headers must be repeated at the top of each page.
- Any notes referenced within a table should appear on the line directly following the table, in Cambria, 11 point, italicized (e.g., NOTE: All figures are estimated as of March 7, 2011.)
- Percent signs (%) and dollar signs (\$) should only appear within the first and/or last rows of a table.
- There should be two blank lines following the last line of a table, or a note following a table, before the text continues.
- Tables must be placed in the text as near to the initial reference as possible. Initial reference must include both the table title and number. Subsequent references may be to just the table number.

#### **Format for Figures**

(See example on page 8)

- Figures follow the same general rules as tables and may include graphics, bar charts, line charts and pie charts.
- Use standard black-and-white default formats with a white background.
- Please do not use three-dimensional images in any figure.
- If desired, data tables may be included as an integral part of any figure.

#### **Bulleted and Numbered Lists**

- Bulleted and numbered lists are to be single-spaced, followed by 6-point spacing after each item.
- Bulleted lists should be indented ½-inch. Text following should be tabbed to the next ¼-inch tab following the bullet.
- Bullets should be solid black round 11-point style.
- Numbered lists should be indented ½-inch using Arabic numerals followed by a single period. Text should be tabbed to the next ¼-inch tab from the period following the numeral.
- Bulleted and numbered lists may break across pages only if at least two items appear on a page.
  - As shown here, second-level bullets should be solid black squares indented an additional ¼-inch following a first-level (i.e., circular) bullet. Text following a second-level bullet should be tabbed to the next ¼-inch tab following the bullet.

#### Miscellaneous / Additional Notes

- The graduation year for all Long Island University alumni must be included as part of the name of the alumnus/a (e.g., Frank Ross '66, '68).
- People who hold honorary degrees from Long Island University should be identified with the appropriate notation (e.g., Rosalind P. Walter H'83).
- Please refer to the following table when including titles of publications:

Document:	Format:
Books	Italics
Major reports	Italics
Short reports	Quotation marks
Articles appearing within magazines or journals	Quotation marks
Magazines or journals	Italics
Songs or musical recordings	Quotation marks
Other works of art	Quotation marks

• Photos, if any, should be included as appendices and not included within the narrative. Photos should be of high resolution and saved in .jpg or .jpeg format.

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#### **CHAPTER TITLE**

### **Main Heading**

Our nation, and indeed the whole world, is now experiencing a deepening economic crisis. House prices have plummeted and many families no longer can use second home mortgages to fund college tuitions. Nationally, retirement accounts have lost trillions of dollars and many individuals will lose their jobs. But the core of the crisis is in the credit markets, which have frozen hard. Many of our students cannot secure student loans. Many parents are finding that they can no longer finance the American dream of higher education through additional debt.

### **First Subheading**

Long Island University, like all other colleges and universities across the country, is buffeted by the downturn of the economy and by the credit crunch. No one knows how deep the problems will become or how long they will last. Over the next weeks and months our collective task is to act prudently and proactively to ensure that we live within our means, even while seeking to emerge from this now global crisis with a stronger University, one better able to fulfill its mission.

## Second Subheading

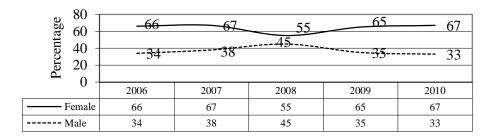
The reality is that enrollment has declined across the entire institution when compared to Fall 2007 levels. Some students who committed to enroll at the University have either gone elsewhere or have decided not to go to college at all. Of course, Long Island University is not alone in facing this dilemma. But there is little comfort in knowing that other colleges and universities also are caught in the rainstorm.

#### Third Subheading

Over the next few weeks each University Officer will be working closely with her or his staff to find the most humane and prudent ways to reduce expenses and/or to increase revenues. I ask all of us to work in concert. We actively seek your ideas.

# **EXAMPLES OF TABLES AND FIGURES**

Figure-1 Gender Diversity Fall 2006 through Fall 2010



Fall Semesters

Table-1 Student Enrollment in Selected Courses Fall 2010

Division Name	Course Code	Student Enrollment
Business	BUS 101	17
Education	EDUC213	
Fine Arts	THEA203	24
Fine Arts	THEA230	3
Gerontology	GRT 507	6
Humanities	THEA101	15
Interdisciplinary	LECT201H	204
Natural Sciences	MAT 400	1
Natural Sciences	MS 105	22
Physical Education	PHED108	24
Social Sciences	POLI101	11

Figure-2 Four-Year Graduate Enrollment 2007 through 2010 (Fall Semesters Only)

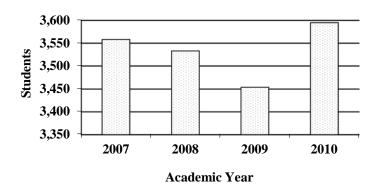


Figure-3 Number of Full-time Faculty by Rank Fall 2010

