

LONG ISLAND UNIVERSITY
MIDDLE STATES SELF-STUDY REPORT (2012-2013)
MISSION STATEMENT COMMITTEE MEETING

November 19, 2010
Long Island Room, C.W. Post Campus

Present

Antonia Alafri '98, George Baroudi, Sylvia Blake, Margaret Boorstein, Francis Bonsignore, Jennifer Browne, Claude Cheek, Liz Ciabocchi, Jared Ciborowski, James Clarke, David Cohen, Joan Digby, John Ehrenberg, Paul Forestell, Heather Gibbs, Cris Gleicher, Richard Gorman, Sheila Gunther, William Gustafson, Gale Haynes, Carol Kennedy, Paola Curcio-Kleinman, Lori Knapp, Mary M. Lai '42, John Lonie, John Lutz, Katherine Hill-Miller, Arwa Mohamed, Kathleen Morley, Tess Mullarkey, Joshua Ritts, Daniel Rodas, Jaclyn Russo, Gladys Schrynemakers, Edward Shorin, President Steinberg, Ronald Sylvestri, David Taft, Diana Thompson, Edward Travaglianti, Joram Warmund, Lauren Williams, Phillip Wong,

Unable to attend

Samantha Bishal, Bob Jahelka '85, Jeffrey Kane, Eric Krasnoff, Leon Lachman, Denise Larkin, Alister Murray '96, Joel Press, Kathryn McCusker-Skelly '10

Opening Remarks

President David J. Steinberg opened the meeting and invited all present to introduce themselves. He described the changing landscape of higher education accreditation and the increasing expectations of compliance, transparency and accountability.

Outcomes assessment will be at the core of the Middle States Self-Study Report that will be submitted in 2012-2013. Data and evidence must be used to demonstrate institutional effectiveness and to prove that the University meets the 14 standards described in Characteristics of Excellence. Furthermore, the Report must provide a clear picture of the relationship between the University's mission and its activities. The Self-Study Report must also describe the institution's efforts to integrate the strategic planning and budgeting functions.

Any institutional mission statement must be an overarching and elegant statement of an institution's dreams and values. At Long Island University, our focus is first and foremost on student success and retention. The University's mission statement must reflect these priorities. The Self-Study Report must tell a clear story of how the University defines itself and the Mission Statement is a central component of the Self-Study Report. The reports of the working groups will help to shape the deliberations of the Mission Statement Committee.

Background and Context

Lori Knapp and Heather Gibbs presented an overview of the self-study process, including the timeline for completion of the Self-Study Report. They discussed Middle States' new expectations and standards for institutions to be awarded accreditation. Compliance, transparency and evidence are essential. Assessment of student learning outcomes is another important element of the Self-Study Report. The Self-Study Report must be analytical and connections must be made between every standard and the University's mission statement. The committee reviewed the University's mission statements dating back to 1926 and noted that the central theme of access has remained constant over the decades. The University mission statement is broad and overarching. The campus and unit mission statements are more specific expressions related to the goals and objectives of the parts. Several members also noted that mission statements tend to be lofty statements and that it can be difficult to achieve a balance between such noble ideals and the practical aspects of higher education.

Board Chairman Edward Travaglianti affirmed the Board's sense that the work of the Mission Statement Committee is of the highest significance to the University. He stated how pleased he was to see such a diverse group of individuals representing the University's range of stakeholders. C.W. Post Campus Provost Paul Forestell suggested that an effective mission statement should address not only who the University serves, but also what and how it serves those students. Brooklyn Campus Provost Gale Haynes noted that the University plays an important role in the communities it serves and that the mission statement should convey its commitment to empower and energize students.

Discussion and Emerging Themes

- The digital information is transforming the way faculty teach and students learn.
- The need to make private education truly affordability and accessible.
- What is the definition of "excellence"? The Ultimate education or what is good for the student to get the job.
- The mission statement should focus on the student.
- Long Island University is not just student-centered teaching university but also a liberal arts institution.
- Faculty have an obligation not only to the institution but to the larger society as a whole.
- Faculty are responsible for creating knowledge.
- Internationalization.
- Mission statement must express what's important.
- Mission statement should be brief.
- Today's students communicate and gain access through new media.
- Lifelong learning.
- Need to serve adult and non-traditional students.
- Diversity / the American Dream.
- Perseverance
- Community and community service.

- What differentiates Long Island University from other institutions?
- Commitment to empower and guide students.
- Cultural aspects of the University.
- How do we define “success”?
- The transformative aspect of helping students to acquire meaningful life skills.
- Career preparation.

Next steps

- Send descriptions of Middle States 14 Standards (Characteristics of Excellence) to committee members.
- Committee members should e-mail President Steinberg with ideas for further exploration or proposed language to include in revised Mission Statement.
- Next meeting will be held on January 28, 2011, at the Brooklyn Campus.