# LONG ISLAND UNIVERSITY MIDDLE STATES SELF-STUDY REPORT (2012-2013) DRAFTING & OVERSIGHT COMMITTEE MEETING

November 18, 2011

Brooklyn Campus – LLC 515 University Center – Bush-Brown Boardroom

#### Present

Robert Altholz, George Baroudi, Sylvia Blake, Fran Bonsignore, Margaret Boorstein, Claude Cheek, Liz Ciabocchi, David Cohen, Margaret Cuonzo Rutesh Dave, Valeda Dent, Gabrielle Eskin, Vicki Fabisch, Paul Forestell, Heather Gibbs, William Gustafson, Gale Haynes, Jeffrey Kane, Mary Lai '42, Chantal Marajh, Kathy Morley, Theresa Mullarkey, Daniel Rodas, Gladys Schrynemakers, Edward Shorin, David Spierer, Diana Thompson

#### Unable to attend

Robert Arning '84, Joan Bartolomeo '77, Michael Devine '68, Tom Fahy, Lori Knapp, Harvey Maldow '67, David Taft, Helen Thompson

### **Discussion**

Committee Co-Chair Heather Gibbs thanked the Committee members and Working Group Co-Chairs for working so diligently to produce the draft outlines that represent the framework for each chapter report. By November 28, the Drafting & Oversight Committee Co-Chairs hope to have consolidated those 13 draft documents into an integrated outline for the entire Self-Study Report. The integrated outline will begin to identify what transitions may be needed between topics, where additional attention needs to be paid to individual Middle States standards, redundancies, and "connective themes" that run throughout the entire Self-Study Report. After the integrated outline has been shared and vetted with the Working Group Co-Chairs, the primary focus of the Working Groups will be to develop draft chapter reports by February 1, 2012.

Currently the University has no permanent Middle States liaison. Over the next several weeks, the D&O Co-Chairs will communicate with Middle States to discuss selection of an evaluation team chair and other matters related to the composition of the evaluation team that will visit the University in the spring of 2013. At this point it is unclear how many peer reviewers will comprise the evaluation team or how they will organize their work. It is imperative that the Self-Study Report be as clear, straightforward and navigable as possible for evaluators who will be unfamiliar with the University's multi-campus complexities. The team members will be looking for demonstrated evidence of compliance with each Middle States standard. It is also essential for the Self-Study Report to identify

institutional weaknesses and to include meaningful recommendations for improvement. Appendices will be a useful tool for providing important supplemental information.

The anonymous, University-wide faculty survey is scheduled to launch on December 2, 2011. The Working Group Co-Chairs have received a draft of the survey and comments/suggestions from members of the Drafting & Oversight Committee are invited. Campus Labs will review the survey instrument before it is distributed to faculty. Working Group 2, which is addressing Middle States standards 4 (Leadership and Governance) and 10 (Faculty) has a particular interest in the survey findings, but the results can be informative to many of the Research Questions being reviewed by the other Working Groups.

Members of the Drafting & Oversight Committee were invited to share their feedback and comments related to the draft outlines produced by the Working Groups. As a whole, there were marked differences in the depth and comprehensiveness of the draft outlines. Some institutional "stories" are more developed than others and some are stronger in terms of the connections made to the Middle States standards. Working Group 3 Co-Chair Rob Altholz noted that many of the submissions appeared to focus predominantly on successes, without acknowledging the University's "bad" or "ugly" realities. Ms. Gibbs noted that it is essential for the final Self-Study Report to be balanced in terms of how it addresses institutional strengths and weaknesses. Furthermore, the University is expected to use the self-study process to identify recommendations for institutional improvement.

Working Group 3 Co-Chair Daniel Rodas noted that the sections of the draft dealing with planning, budgeting and institutional resources may need to be refined to focus primarily on the most compelling, evidence-based elements. Much of the evidence can be tied directly to the relevant Middle States standards, and supplemental documentation will be referenced through the use of appendices as needed. It is not essential to provide every detail of the history of strategic planning at the University. Instead, the report should show that strategic decisions are based on evidence and that institutional progress is incremental and thoughtful.

The Drafting & Oversight Committee must be sensitive to concerns voiced about how the final report will present the several "campus" perspectives in contrast to a broader University-wide view. Keeping in mind that accreditation is granted to the University as a whole, the outline (and final Self-Study Report) must pay close attention to the important differences -- as well as similarities -- between the campus cultures, history, values and goals. In some instances, campus-specific references will be essential to telling the University "story," while in other cases there may be greater value in presenting a more unified perspective. Any institutional perspective must reflect actual experience, which is often campus-specific, while giving the reader of the report a sense of the whole as well as the parts that comprise the University. The themes and "stories" will serve as the thread that connects the various "voices" reflected within the report. The bottom line is that the Self-Study Report must reflect the institution's reality. At this point it is most important to

identify the evidence and communicate how it demonstrates that Long Island University is an institution of quality dedicated to fulfilling its mission.

Activity at the regional campuses will contribute to the institutional "story" of graduate education as well as online and/or blended learning. The Self-Study must give adequate coverage to the role of the regional campuses within the structure of the University. In light of the recent consolidation of the Rockland and Westchester campuses, the evaluation team may take a close look at the University's operations at the regional campuses, including student learning outcomes.

With regard to the assessment of student learning, the student artifact study will serve as an important piece of evidence. The project timeline requires that feedback loops should be closed by the spring 2012 semester in order to allow sufficient time for analysis and writing. Placeholders for specific sets of data can be incorporated into the Self-Study Report drafts, with the evidence itself being included in appendices. The main point is that the report must provide evidence of feedback, "closing the loop," and institutional changes in the areas of teaching and learning.

The integrated outline will help to demonstrate the relationship between the several Working Groups and also the connections between the Middle States standards. Drawing on much of the narrative that has already been provided by the Working Groups, the new document will probably take the format of a heavily annotated outline. Gaps will be identified with possible approaches to address them, and suggestions will be made to help provide the history and development of the "stories" already identified.

## Next Steps

- Send comments or suggested edits for the faculty survey to D&O Co-Chairs immediately
- November 28, 2011 D&O Co-Chairs will share integrated Self-Study Outline
- February 1, 2012 Draft Self-Study Report Chapters due
- March 22, 2012 Next Drafting & Oversight Committee meeting