

**LONG ISLAND UNIVERSITY:
A STUDENT-CENTERED INSTITUTION**

**AN AGENDA FOR STRATEGIC PLANNING
(APRIL 2006)**



LONG ISLAND UNIVERSITY

**Adopted by the Board of Trustees
January 2002**

VISION: *Toward a More Peaceful and Humane World*

Long Island University envisions a learning community dedicated to empowering and transforming the lives of its students to effect a more peaceful and humane world that respects differences and cherishes cultural diversity; improving health and the overall quality of life; advancing social justice and protecting human rights; reducing poverty; celebrating creativity and artistic expression; rewarding innovation and entrepreneurship; honoring education and public service; and managing natural resources in an environmentally-responsible, sustainable fashion. It aspires to move toward this vision through an institutional culture that is open to all, cherishing and nurturing the expansion of knowledge; intellectual inquiry and critical thought; artistic and creative expression; teaching and learning; and community service as its core values. This vision sustains the University and provides the foundation upon which its mission rests.

MISSION: *Excellence and Access*

The mission of Long Island University is 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.

Long Island University is a student-centered teaching university in which all members of the University community contribute to a shared educational enterprise. Its primary commitment is to provide individuals of diverse backgrounds and ages with excellence in higher education and to suffuse its instruction through scholarly activity, intellectual curiosity and artistic achievement. The transfer of knowledge and learning takes place both within and beyond the classroom, and the University's goal is to vest each academic credit with the energy necessary to enhance every student's capacity to grow. Implicit is a partnership of student, faculty member and the entire University community. Additionally, because the University is embedded in the regional community, its educational mission embraces a rich variety of cultural activities, continuing education, and informal instruction.

To strengthen the University's capacity to deliver this covenant, strategic planning is essential. Strategic planning is, by design, an iterative, comprehensive and cumulative process that must engage the entire University community. *Long Island University: A Student-Centered Institution* builds on the successful planning that has taken place over the last two decades. The University has strengthened student services, hired new faculty, created innovative academic programs, renovated existing facilities, and built new facilities; educational quality has been enhanced by these and other strategic investments.

The strategic priorities listed below identify the major areas the University must address in the coming years. Each priority is followed by a set of key questions and a list of methodologies. A detailed project schedule will be developed with active engagement of the University's stakeholders. Experts on staff and others retained by the University will address the key questions associated with each priority. Some of the projects discussed in this framework, including Enterprise Resource Planning (ERP), the reassessment of the University's library system, and university-wide outcomes assessment, are already well underway; other activities can be started immediately, while still others will require access to data that will be generated through ERP.

This work will result in recommendations to the University Officers that will inform strategic decisions and, ultimately, strengthen the University's ability to fulfill its educational mission.

STRATEGIC PRIORITIES

1. A Student-Centered Educational Environment and Programs with Clear Assessment Measures

A diverse student body is at the heart of Long Island University's mission of Access and Excellence. Admitting and retaining students and ensuring that they receive value for their tuition is of ongoing paramount importance. Pricing and financial assistance policies must ensure that the University remains affordable and true to its mission. All expenditures, including those for faculty and educational programming, must be assessed to assure that they do, in fact, meet student needs and support student achievement. A central goal is to enhance an inclusive learning community that supports every student's educational aspirations. All faculty and staff must participate in this vital task.

Key Questions

- 1.1. How can quantitative and qualitative outcomes assessment of student learning be expanded and refined?

- 1.2. How can the University best deploy its resources to limit tuition increases, to increase financial aid and to ensure that students receive full value for each academic credit paid for and earned?
- 1.3. How can the University utilize higher education best practices to improve admission and retention?
- 1.4. By which sets of economic and educational measures should the University seek to understand which programs are economically and qualitatively strong? Such measures will inform decisions about future program development and contraction, including the need, where identified, to close programs, departments or schools.
- 1.5. Because the quality of a Long Island University education depends on many factors that complement the classroom experience, how can the University improve the integration of classroom instruction with co-curricular activities, artistic and cultural offerings, athletics, residential (or commuter student) life, academic advising, and career development services?
- 1.6. How can the University ensure that student tuition revenue is used to maximize student achievement?
- 1.7. How can the University ensure that resources are allocated and curricula and programs are designed to address student needs and to assist students in meeting their educational goals?
- 1.8. How should the University determine the optimal mix between undergraduate versus graduate instruction, part-time versus full-time enrollment, residential versus non-residential campus, and first-time freshmen versus transfer enrollment?

Methodologies

- A. Outcomes Assessment
- B. Enrollment Research
- C. Admissions Research
- D. Best Practices Research
- E. Retention Studies
- F. Review of Academic Programs
- G. Profit/Loss Analysis of Academic Programs
- H. Student and Alumni Satisfaction Research
- I. Performance Indicators/Benchmarks/Peer Comparisons
- J. Environmental Scanning
- K. Student Life Integration Committee
- L. Enrollment Profile and Analysis

2. Faculty and Collegiality

Faculty are at the heart of the University's educational mission and, therefore, recruitment, retention and development of highly qualified professionals is of paramount importance. Faculty and students share a reciprocal obligation to each other in building an inclusive learning community. An improved governance structure will enhance the University's capacity to meet these aims.

Key Questions

- 2.1. How best can the University support faculty in their development as effective teachers, scholars and researchers, and encourage their participation in the life of the University beyond the classroom?
- 2.2. How can the University become more sensitive -- pedagogically and otherwise -- to the educational and scheduling needs of its students?
- 2.3. The University is already close to completing a new, all-university governance document. How best can the campus faculties be encouraged to review their own governance documents in the context of this effort?
- 2.4. Because communication is vital to the success of strategic planning, how can discussion between faculty, administration and the Board be improved through vehicles such as all-campus meetings and small group discussions?
- 2.5. How can the University work with full-time faculty to maximize their classroom interaction with students?
- 2.6. Would revisiting core, departmental and graduation requirements enhance consistency with the University's student-centered mission? How can the University foster innovative curricular development?
- 2.7. How does the University conceive the role of faculty research, scholarship and artistic work in the context of its mission, and how can the University work with faculty to support these activities?

Methodologies

- A. Revision of Board By-Laws
- B. Revision of University Statutes
- C. Review of Direct Support for Faculty Teaching
- D. Review of Direct Support for Faculty Research, Scholarship and Artistic Endeavors
- E. Work with Core Curriculum Committees
- F. Create Campus Working Groups
- G. Schedule All-Campus Meetings

3. Financial Stability, Entrepreneurial Growth and Management of Risks

Since Long Island University is an enrollment-driven institution, net tuition revenue must be optimized. Creating entrepreneurial opportunities, managing risks and ensuring the capacity to make informed decisions across a spectrum of areas, including Academic Affairs, Student Life, Enrollment Management, Human Resources, Budgeting, and Procurement, undergird the Board's decision to use new information technologies, including ERP, to fulfill the institutional mission. The University's collective obligation to use resources wisely demands a willingness to reassess and improve its efficiency.

Key Questions

- 3.1. How can the University structure its pricing policies in order to maximize net tuition revenue?
- 3.2. How can the University cultivate a community of donors and optimize fundraising?
- 3.3. Can revenue and expenditure growth be managed through the development of an integrated, multi-year budget process?
- 3.4. What measures and means can the University employ to improve programmatic and departmental reporting, planning, scheduling and budgeting?
- 3.5. Since the regional campuses are vital to extend the University's educational reach and to generate revenues, should the University develop additional such sites?
- 3.6. How can the University optimize capital investment and the allocation and scheduling of physical assets?
- 3.7. How can the University address the professional development of its workforce?

Methodologies

- A. Benefits Realization of ERP
- B. Capital Plan and Facilities Review
- C. Space Allocation and Scheduling
- D. Market Analysis of Existing Regional Campuses
- E. Net Tuition Revenue Analysis
- F. Integrated/Academic Credit-Based Budgeting
- G. Market Analysis of Potential New Regional Campuses
- H. Human Resources Management and Opportunities
- I. Assessment of Training and Professional Development

4. Community and Cultural Outreach

Long Island University must be attuned to the changing needs of the communities in which it is embedded, especially those which are underserved. As a regional university, there are interdependencies between the institution and the community. The University's relationships with a rich network of local schools, hospitals, businesses, and other organizations are a vital extension of the traditional classroom. In turn, the University has a sustaining obligation to provide outreach, cultural, and continuing education services, provided such efforts support the primary educational mission.

Key Questions

- 4.1. In order to capitalize on the University's more than 150,000 living alumni as one of its greatest assets, how can alumni engagement, learning opportunities and stewardship be increased?
- 4.2. How can the university strengthen important cultural outreach activities and make them self-sustaining?
- 4.3. How can the University's core mission -- and image -- be further shaped, communicated and "branded"?
- 4.4. What are the most appropriate marketing and enrollment communications strategies for recruiting students in an intensely competitive market?
- 4.5. Since education is increasingly a lifelong activity, how can the University augment its Continuing Education programs?
- 4.6. How can the University strengthen its relationship with neighboring communities through partnerships and collaborations with local government, community organizations, educational institutions, and private businesses?

Methodologies

- A. Evaluation of Cultural / Outreach Activities
- B. Alumni Survey Research
- C. Review of Identity and Branding
- D. Review of Marketing/Enrollment Communication
- E. Continuing Education Research
- F. Evaluation of Community-Based Partnerships and Collaborations

5. The Educational Environment in the 21st Century

The competitive marketplace for delivering educational services is changing and Long Island University must evolve with it by revisiting traditional notions of how knowledge is created, disseminated and preserved. Technology, including the World Wide Web, is an increasing component of a comprehensive strategy for promoting lifelong learning.

Key Questions

- 5.1. A library is no longer a storehouse for books, but a portal to knowledge. The University must revisit the role of its library system and determine how best to invest in emerging technologies.
- 5.2. Since classroom teaching is but one way of delivering knowledge, how can the University harness new technologies, establish a new definition/standard of intellectual property, and train faculty to deliver instruction?

- 5.3. Because experiential learning (e.g., cooperative education, internships and service learning) is increasingly seen as complementing traditional classroom instruction, the University should evaluate how well it is educating students through this medium.
- 5.4. In view of the world's growing interconnectedness -- what Thomas Friedman calls the "flattening of the world" -- how best can the University expand opportunities for international, experiential education and promote global citizenship?

Methodologies

- A. Intellectual Property Review
- B. Distributive Learning and Distance Education
- C. Reassessment of Library System
- D. Review of Experiential Learning