LE MOYNE COLLEGE

ONELEMOYNE
MISSION, VISION AND
STRATEGIC PLAN

Three-Year Update
Progress Report to the Board of Trustees
May 2014
ONELEMOYNE UPDATE

May 2014

In September 2008, we launched OneLeMoyne—a call to join together in a series of ongoing conversations addressing the question: "At Le Moyne College, what must we become?" The outcome of this highly inclusive process was two incisive documents: first, a compelling vision of our future as a Jesuit college—the OneLeMoyne Vision—and, from that vision, a delineation of a set of strategic directions to which we committed ourselves, both in our individual actions, and organizational practices—the OneLeMoyne Strategic Plan.

The OneLeMoyne Vision was based on hundreds of conversations, written by the OneLeMoyne Committee and approved by the Board of Trustees in February 2010. Over the course of the next year approximately 100 members of the faculty, staff and student body, grouped around each of the OneLeMoyne Vision’s six strategic priorities, drafted the OneLeMoyne Strategic Plan. The strategic plan was approved by the trustees in February 2011.

Today, just three years after the approval of the Strategic Plan, we pause to reflect upon the plan and our progress towards it. As the following review demonstrates, we have made tremendous progress achieving much of what we considered to be an ambitious set of objectives. I want to thank all of those on campus and off who contributed to the success we have enjoyed in this process.

Sincerely,

Fred P. Pestello, Ph.D.
President
LE MOYNE COLLEGE MISSION STATEMENT

Le Moyne College is a diverse learning community that strives for academic excellence in the Catholic and Jesuit tradition through its comprehensive programs rooted in the liberal arts and sciences. Its emphasis is on education of the whole person and on the search for meaning and value as integral parts of the intellectual life. Le Moyne College seeks to prepare its members for leadership and service in their personal and professional lives to promote a more just society.

These are time of unprecedented challenge yet unparalleled possibility. They call for persons equal to this moment, capable of reverential attention to the world and thoughtful examination of their place within it. What is needed now is a way of proceeding that leads to innovative and integrated approaches to complex challenges. Le Moyne College responds to this call guided by Jesuit, Catholic traditions.

THE ONELEMOYNE VISION

To be a premier Jesuit college where diverse talents meet to foster academic excellence, integrity and a commitment to justice

As a Jesuit college, Le Moyne dedicates itself first and foremost to developing the full capacity of each student’s mind and heart. At the core of the Le Moyne experience is the Jesuit commitment to the education and care of the whole person, meant to cultivate in its students a quality of keen, compassionate intelligence. Animated by the Jesuit maxim of finding God in all things, a Le Moyne education encourages reflection and discernment that lead to imaginative action on behalf of transformative justice. Summoned to rigorous inquiry and spiritual exploration, Le Moyne students are challenged to devote themselves to academic achievement, generous service, and to creative, responsible leadership.

As a Catholic college, Le Moyne embraces an intellectual tradition rooted in the complementarity of faith and reason. The College strives to be a place where the highest aspirations and deepest convictions of the human person and of the human community can be explored freely and respectfully. Thus, Le Moyne welcomes people of all faiths and those who pursue truth outside of religious traditions as valued members of this learned community.

As a comprehensive liberal arts college, Le Moyne offers a core curriculum and wide range of major and professional programs that build foundational knowledge in the arts and sciences alongside specialized expertise. The College upholds centuries-old ideals of liberal arts education by maintaining the highest standards of excellence, cultivating reason, critical acumen and eloquence. The Le Moyne community’s values of respect and self-direction prepare students for informed, active citizenship, while building capacities for skillful collaboration.

To achieve this vision, the entire Le Moyne College community directs its energy to the flourishing of our students. At the center of this dedicated effort is a faculty composed of accomplished teacher-scholars, working in close partnership with students to achieve broad learning. Having explored a rich expanse of knowledge and belief systems, Le Moyne students are equipped to navigate complexity, forge powerful intellectual connections and communicate effectively. They respond to problems with intelligence and purpose and are able to comprehend the world’s needs and contribute to its progress.

Le Moyne College is committed to fostering student capacities for success in all endeavors. Informed by a dynamic worldview, Le Moyne alumni craft meaningful lives, distinguished by their compassionate engagement with the world. Le Moyne is justly proud of its graduates, who have earned a reputation for refined moral understanding. Broadly educated men and women of integrity and idealism, they exhibit lifelong dedication to learning and service. Loyal to the College and sustained by their enduring friendships with one another, they are confident in their ability to make a positive difference in the world.

THE ONELEMOYNE STRATEGIC PRIORITIES

In support of its mission and the OneLeMoyne vision, Le Moyne College is committed to the following strategic priorities:

1. Fully and energetically express the College’s Catholic and Jesuit mission, identity and character;
2. Vigorously pursue academic excellence across all programs;
3. Create organizational excellence in resource stewardship and professional practices throughout the College;
4. Maintain an intellectually, socially and spiritually vibrant College community;
5. Promote greater diversity within the Le Moyne community and increased engagement between the College and other communities regionally, nationally and internationally;
6. Achieve a national reputation for excellence in Jesuit education.
**PRIORITY ONE**

*Updates compiled primarily by David McCallum, S.J., Director of Mission and Identity*

**FULLY AND ENERGETICALLY EXPRESS THE COLLEGE’S CATHOLIC AND JESUIT MISSION, IDENTITY AND CHARACTER**

Le Moyne College provides students with an exceptional liberal arts education, inspired and enriched by the Catholic intellectual, social and spiritual traditions, and distinguished by the rigorous pursuit of meaning and truth characteristic of 470 years of Jesuit education. To strengthen the distinct ethos and quality of Jesuit education at Le Moyne, the College will expand and coordinate programs for Ignatian formation and spiritual growth.

**STRATEGIC INITIATIVE 1:1**

Strengthen the understanding of and appreciation for the Catholic, Jesuit identity and mission of Le Moyne.

**Education/Formation for Mission:** Enhance educational outreach across campus and encourage active dialogue and collaboration in the College’s mission, while respecting the Le Moyne community’s diversity.

**TACTICS**

**Hire and Orient for Mission:**

A. “Hire for mission” across departments, divisions and professional roles.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

Through collaboration between the Offices of Mission and Identity and Human Resources, the College has established a mission-driven approach to hiring for faculty, staff, and administrators. Education and resources are provided to search committees. The Director of Mission and Identity meets with prospects for executive level administrative roles. The College is in the second year of using a mission-based performance review process.

B. Orient all new community members to our Catholic, Jesuit heritage and mission (employees, students and board members).

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

Every new staff or administrative employee is invited to a two-hour orientation to the mission. A panel of the president, provost, a vice president, and a staff member has been added to this orientation to talk about their experience of the mission as experienced from their perspective. This addition has led to fruitful discussion and a deeper impact on participants. In the next round, a faculty member and student will be added to the panel. First-year faculty attend one or more half-day orientations to the mission. Readings include articles on the unique aspects of Jesuit education, Ignatian teaching and educating for social justice. The faculty orientation has evolved to be co-facilitated with a faculty member and to include students’ perspectives. The Director of Mission and Identity has proposed strategizing with the provost and deans as to how the College might offer an orientation to mission for adjunct faculty.

In terms of formation for the Board of Trustees, in addition to the orientation for new members, the Director of Mission and Identity and chair of the Mission and Identity Committee introduced a “Mission Moment” to the October 2014 Board meeting and will continue to schedule such sessions at future meetings so that trustees can explore and reflect upon aspects of the Jesuit mission of higher education. In collaboration with the Board Committee, the Office of Mission and Identity will provide more opportunities for in depth formation of board members, including an Ignatian Heritage tour to sites in Spain (and possibly Rome) associated with the founder of the Society of Jesus, Ignatius of Loyola.

Students’ orientation to mission is addressed under the following tactic.
C. Develop with Student Development and Academic Affairs a comprehensive mission-informed orientation program for first-year students, transfer students and graduate students.

**UPDATE: PARTIALLY ACCOMPLISHED AND CONTINUING PROGRESS**

Every first-year student is exposed to the Jesuit mission through one or more orientations: four-day orientation in August, during which the *Le Moyne Green Book* (a concise and informative resource on the Jesuit, Catholic mission of the College) is distributed, and the First-Year Seminar. Each day of the opening orientation is focused on themes from the tagline: Spirit, Inquiry, Leadership, Jesuit. A “Mass on the Grass” has been institutionalized as part of the orientation; it is very well attended and has made a terrific impression on participants. In the First-Year Seminar (FYS), a requirement of the Core Curriculum that all first-year students take in the fall semester, one session is dedicated to exploring the Jesuit mission of the College, including an introduction to St. Ignatius Loyola and his relevance to their educational experience. Either the FYS professor or the Director of Mission and Identity delivers these sessions.

Non-traditional students receive an orientation in their first few days as students.

An orientation program has not yet been developed for graduate students and currently this does not seem feasible.

**Nurture Mission Understanding and Collaboration through Formation Opportunities:**

A. Create professional development and other opportunities for all community members to reflect on their roles as active participants in Le Moyne’s mission.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

Three different year-long fora have been developed, with approximately 40 total participants each year: Ignatian Faculty Forum, Ignatian Staff Forum and Ignatian Leadership Forum. The College is not yet at a point of capacity where the groups can run from year to year in a self sustaining way, but each year the College will be in a stronger position with more faculty and staff feeling confident and able to facilitate these groups. Beginning in the 2012-2013 academic year, the Athletics division translated the mission into additional workshops for the coaches and orientations for each team of student athletes. Additionally, Athletics has worked with an outside consultant, Matt Davidson, to create a comprehensive approach to mission integration through a research based culture-building program. With the success of this initiative, the College is looking at ways to replicate the model across campus. For the 2013-2014 academic year, the College’s Professional Development Day will be explicitly mission-focused around the topic “Great Leadership is Spiritual: Taking Advantage of our Jesuit Tradition.” Chris Lowney, a one-time Jesuit seminarian who currently chairs the board of Catholic Health Initiatives, will serve as facilitator. The day will provide opportunities for participants to deepen understanding and commitment to *cura personalis* and *magis* and broaden understanding and perspectives on how they can apply the College’s core values in their work.

B. Enlist those with experience in mission formation or pedagogy (e.g., the Ignatian Colleagues Program, the 19th Annotation retreat, Collegium, etc.) to offer professional development, workshops and spiritual retreats. Continue participation in Ignatian leadership formation, including the Association of Jesuit Colleges and Universities Seminar on Higher Education Leadership, the Jesuit Association of Student Personnel Administrators and the Magis retreat.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

Le Moyne College provides regular opportunities for Ignatian prayer, including the Spiritual Exercises; days of reflection; and spiritual direction. The College participates in the national Ignatian Colleagues Program and identifies one or two representatives most every year has also participated in the National Leadership Seminar on Jesuit Higher Education. The College has also sent representatives to the Collegium Colloquium on Catholic Higher Education and has enlisted several past participants as members of a Catholic Intellectual Tradition Study Group.
Encourage Community-wide Dialogue Centered on the Catholic and Jesuit Mission:

A. Engage the Le Moyne community in reflection on the distinguishing characteristics of the Catholic intellectual, social teaching and spiritual traditions and on how Le Moyne College, as a Catholic institution of higher education, is in a distinct relationship with the Church in its service to society.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

The Office of Mission and Identity, in collaboration with other units across campus, schedules annual programming that explores the faith that does justice; immigration justice; domestic poverty and social inequality; promotion of peace and non-violence; environmental justice, etc. As mentioned under the prior tactic, a Catholic Intellectual Tradition Study Group has been in existence for several years. The purpose is to develop more understanding of appreciation of the Catholic Intellectual Tradition in the form of other book groups, symposia, course development, research and publication. The group meets four to five times a year. A Social Justice Advisory Committee has been formed to explore ways of doing more strategic and coordinated programming related to social justice concerns. In summer 2013, Le Moyne College was well represented at the National Conference on Justice in Jesuit Higher Education. Two Le Moyne faculty served as co-chairs and other faculty participated. In preparation for the conference, the Office of Mission and Identity convened a group of faculty, staff and students to conduct a six-month institutional review of the College’s commitment to social justice and of our outreach in the community. The Office of Mission and Identity has sponsored periodic luncheons in recent years for members of the Le Moyne community to gather to discuss articles from *Conversations in Jesuit Higher Education*.

B. Offer innovative annual programming in collaboration with the Sanzone Center for Catholic Studies and Theological Reflection, the Jesuit Community, and other offices in order to spread awareness about the contributions of the Catholic intellectual, social teaching and spiritual traditions on campus and in the region. Work with ecumenical and inter-religious communities in the Syracuse region to advance appreciative understanding of other religious traditions and a transformative social justice.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

In addition to the programming mentioned under the previous tactic, extensive programming has been developed around two series: The Faith that Does Justice and exploring the importance of St. Ignatius of Loyola (in preparation for a commissioned statue to be installed on campus). For each series, guest speakers have been brought in from across the country. The Office of Mission and Identity also works with other units across campus to promote music and theatre arts related to worship, spirituality and social justice and schedules programming that supports inter-religious dialogue and understanding and ecumenism.

**STRATEGIC INITIATIVE 1:2**

Through Mission and Identity related programming, contribute to the realization of the OneLeMoyne Vision – to become a premier Jesuit college distinguished by three characteristics: Ignatian discernment, leadership and transformative social justice.

**TACTICS**

A. Discernment: Take clear, measurable steps to ensure that the principle and faith-based decision making process known as “Ignatian discernment,” characteristic of the Jesuit way of proceeding, is a thematic and programmatic focus that differentiates Le Moyne from other liberal arts colleges, beginning with vocation/career choices and development for our professional community.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

This is an ongoing initiative involving representatives across the campus community to pursue a NetVUE, Lilly-sponsored grant exploring the nature of vocation. The Office of Mission and Identity has collaborated with Career Services to take a holistic approach to decision-making relative to calling/profession. In conjunction with Campus Ministry, efforts are continuing to promote reflection, use
of the Examen, understanding of discernment, etc. This includes programs on wellness through the Office of Human Resources, where the Ignatian Examen is introduced and practiced. Campus Ministry has worked with the Jesuit community and three lay directors to make the 19th Annotation retreat available for the Le Moyne community beginning in the 2013-2014 academic year.

B. Leadership: Provide uniquely Ignatian-based leadership development for students and employees, emphasizing discernment, creativity, deep ethical concern and an orientation toward the service of others.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**
This takes place in the context of Campus Ministry retreats, service learning courses, offerings from the Center for Reflective Leadership and Business Ethics and the Core Curriculum. Examples such as the Le Moyne Sandwich Makers program, Le Moyne Students for Life and Ignatian Ignite have been in existence for several years. The Loyola Companions Leadership Community for sophomores entered its second year in fall 2013; this community is a year-long experience that includes mentoring by member of the Board of Regents and the professional staff, as well as service experience and social gatherings. Campus Ministry has reported that there has been an increased level of participation in retreats, service opportunities, and service immersion trips in recent years. For our professional community, as mentioned previously, this year’s Professional Development Day is focused on the theme of Ignatian Leadership.

C. Transformative Social Justice: Strengthen and deepen the twin Jesuit ideals of service for and with others and education in solidarity with the poor, through our educational practices, service and community relations.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**
The College continues to offer an array of domestic and international service opportunities for our students and to explore ways of both expanding such options and deepening their impact. For the 2013-2014 academic year, the Office of Mission and Identity has focused on the theme of the “Faith that does Justice” and has brought in prominent speakers to address the issues of domestic poverty, immigration justice, environmental justice, and the promotion of peace.

**STRATEGIC INITIATIVE 1:3**
Coordinate and integrate the planning, delivery and assessment of mission-related programs (formation, pastoral, service) in order to demonstrably improve their scope, quality and effectiveness.

**TACTICS**

A. Strategic and Coordinated Approach to Mission and Identity: Change the position of Special Assistant to the President for Mission and Identity to “Director of Mission and Identity” to facilitate and support Ignatian formation, programming and outreach. Support the Office of Mission and Identity in developing a roundtable strategic leadership model to integrate the mission-related efforts of Campus Ministry, the Sanzone Center for Catholic Studies and Theological Reflection, Peace and Global Studies, Community Service/Outreach, Student Development and Residence Life, Alumni Relations, Finance and Administration, and the Jesuit Community.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**
The Office of Mission and Identity works in active and regular collaboration with divisions and units across the College. Each vice president is responsible for pursuing mission integration in their own division, supported by the Office of Mission and Identity. The Office of Mission and Identity is planning to launch a new website with a calendar of events and archived resources.
PRIORITY TWO

Updates compiled primarily by Linda LeMura, Provost and Vice President for Academic Affairs

VIGOROUSLY PURSUE ACADEMIC EXCELLENCE ACROSS ALL PROGRAMS

In the spirit of the *magis*, Le Moyne will establish itself as a premier Jesuit college distinguished by academic excellence across all undergraduate and graduate programs. The College seeks to build each student’s capacity for rigorous intellectual inquiry and thoughtful and creative engagement with the complex challenges of the 21st century.

STRATEGIC INITIATIVE 2:1
Enhance Le Moyne’s academic distinction.

TACTICS

A. Revitalize the Core Curriculum, creating first-year seminars, senior capstone courses and other innovative and distinctive forms of interdisciplinary learning that promote depth of thought, creativity and imagination.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**
The Faculty passed the new Core Curriculum, and we have completed year one of implementation. Dr. Tom Brockelman, professor of philosophy, serves as Core Director. A parallel process of student learning assessment has been simultaneously implemented.

B. Revitalize the Integral Honors Program in order to attract, nurture and retain academically exceptional students with the potential for graduate study.

**UPDATE: IN PROGRESS**
The curriculum has been revised. Dr. Holly Rine, associate professor of history, has been hired as the new Director beginning Fall 2014.

C. Seek membership in premier academic honor societies.

**UPDATE: DELAYED**
Delayed until a complete four year roll-out of the new core curriculum.

D. Support student research through a more visible and well endowed program of sponsorship and through expanded and supported faculty mentoring.

**UPDATE: IN PROGRESS**
More resources have been invested in the Student Research Committee resulting in record participation in faculty mentored research. As a result, the participation in student scholars day has increased, in addition to the number of students pursuing prestigious fellowships and scholarships. To date, students have won Fulbright, Gallagher Koster, and Gilder Lerhman scholarships.

E. Reorganize the College’s academic infrastructure to include a College of Arts and Sciences, housing the new Core Curriculum and renewed Integral Honors Program; a School of Management; and a School of Graduate Studies, Health Sciences, and Education (pending further study), so that all academic programs better serve students and faculty and improve capacity to pursue emerging strategic opportunities in undergraduate and graduate programs.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**
The College of Arts & Sciences was named in Spring 2014; the Madden School of Business was named in Spring 2011; the School of Graduate and Professional Studies was created in Spring 2013.
STRATEGIC INITIATIVE 2:2
Integrate experiential education with intellectual inquiry, reflecting the values and mission of the holistic Jesuit educational tradition.

TACTICS
Establish a Center for Creativity and Innovation, in close collaboration between Academic Affairs and Student Development, so that students experience what Jesuit Superior General Adolfo Nicolás, S.J., has called “a depth of engagement with reality that transforms them at their deepest core.” Blend student academic support services; collaborative learning; academic and social interaction; and artistic, entrepreneurial and intellectual creativity and innovation in a technology-rich environment, integrating:

A. Service learning, with emphasis on best practices for promoting academic excellence and interdisciplinarity through full- and mini-term courses, modules within term courses and community-based research.

**UPDATE: IN PROGRESS**
Service learning will always be a part of the Le Moyne mission and curriculum. The Office of Service Learning now reports to the Vice President of Student Development. The office tracks various metrics that show service learning is transformative in the faculty and students’ lives.

B. A writing center, directed by a specialist in critical writing across the curriculum who also directs the First Year Critical Writing Program and supports writing-intensive courses in the new Core.

**UPDATE: IN PROGRESS**
A director of writing was hired in Fall 2012.

C. A quantitative literacy center supporting the new Core.

**UPDATE: IN PROGRESS**
The departments of Chemistry and Physics, and Mathematics and Computer Science have developed a proposal to meet the quantitative literacy needs of our students. Funding has not yet been secured.

D. An internships office to coordinate academically based internships, including offering stipends to students who pursue unpaid, academically rigorous internships.

**UPDATE: IN PROGRESS**
The Office of Career Services, which reports to Student Development, works with students to find high quality internships. The McDevitt Center for Creativity and Innovation started offering grants in Spring 2013 for students on unpaid internships in the McDevitt disciplines.

E. Enhanced support for study abroad and other international experiences for all students and campus community members, and for innovative collaborations with other Jesuit universities and apostolic works, as well as with potential educational partners around the globe.

**UPDATE: IN PROGRESS**
A Director of Global Education hired for Fall 2014, and the Harriet O’Leary International Travel Grant Program for Arts and Sciences faculty and students was launched Spring 2014.

STRATEGIC INITIATIVE 2:3
Develop a collaborative campus culture centered on the integration of knowledge and the Catholic intellectual tradition’s complementarity of faith and reason.
TACTICS

A. Launch the McDevitt Center, with its distinguished chairs and fellows, to guide and support interdisciplinary scholarship and teaching throughout the College.

UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS
The McDevitt Center was launched in Fall 2012. Three Chairs and 18 Associate Chairs have been selected in projects related to cyber security, the interplay of science and religion, information systems and environmental disaster risk management, and high-impact co-curricular learning. The Center also hosts the “Science and Religion in Modern America Series” and supports multiple faculty conferences and grants.

B. Promote structured interdisciplinary exchanges that raise questions of ultimate value and meaning and motivate inquiry across disciplines.

UPDATE: IN PROGRESS
The McDevitt Center series and Core courses offer opportunities for these types of conversations and questions. The appointment of the Mitchell Chair in Christian Wisdom will also promote this type of inquiry.

C. Develop and implement signature programs promoting interdisciplinary inquiry and integration of knowledge to attract positive regional and national attention.

UPDATE: IN PROGRESS
The Core and McDevitt Center are working to implement these types of programming. Faculty are also contributing by planning and hosting talks and conferences.

D. Sponsor faculty seminars that promote innovative courses and research.

UPDATE: IN PROGRESS
The O'Connell Endowed Professor sponsored a variety of faculty seminars; the Core has hosted events; and our involvement with the JesuitNET has allowed many faculty to receive training on distance education.

E. Foster interdisciplinary faculty scholarship, teaching and service around a campus-wide theme such as sustainability.

UPDATE: IN PROGRESS
The Core bases first-year seminar courses around a common reading and the O’Connell Professorship hosted writing workshops for faculty that is resulting in a collection of essays entitled: “Why We Do What We Do.”

STRATEGIC INITIATIVE 2:4
Continue to attract and cultivate an accomplished faculty passionate about teaching, scholarship and service.

TACTICS

A. Support faculty members in new Core-related course development through honoraria, pedagogical innovation workshops, seminars for those working on related syllabi, appropriate technologies, and other means, utilizing both the Center for Creativity and Innovation and the McDevitt Center.

UPDATE: IN PROGRESS
Under the auspices of the Director of the Core, the McDevitt Center, and the Research and Development Committee, faculty can procure resources for curriculum innovation.
B. Establish appropriate faculty staffing levels in Core classes.

**UPDATE: IN PROGRESS**
The Core Director, Dr. Tom Brockelman, has established class limits for writing intensive sections while simultaneously raising class sizes for interdisciplinary courses.

C. Support pre-tenure faculty members in their research and scholarship, thereby raising expectations for tenure.

**UPDATE: IN PROGRESS**
Tenure-track faculty can apply for grants through the Research and Development committee and receive funding priority. Many tenure-track faculty receive start-up funds to help them begin their research.

D. Establish a faculty common hour to better enable intellectual exchange and collegial interaction.

**UPDATE: SUSPENDED**
Until we maximize classroom utilization. This initiative will be assessed at a later date.
PRIORITY THREE

Updates compiled primarily by Roger Stackpoole, Vice President for Finance and Administration

CREATE ORGANIZATIONAL EXCELLENCE IN RESOURCE STEWARDSHIP AND PROFESSIONAL PRACTICES THROUGHOUT THE COLLEGE

Le Moyne’s ability to realize its vision depends upon our success as a high-performing organization and an employer of choice. To achieve nationally recognized, sustainable excellence, we must align strategic planning, financial planning and operational practices and policies with mission, vision and core values. We will continue to incorporate transparent, verifiable assessment data across decision-making practices. We will promote pride and unity across campus, linking our efforts specifically with the Jesuit ideals of cura personalis and the magis.

STRATEGIC INITIATIVE 3:1
Create an Organizational Excellence Strategy Team (OEST) to focus on Core Values, Employer of Choice and Le Moyne Pride: Under the authority of the President’s Cabinet, this strategy team will promote three pillars of organizational excellence.

UPDATE: REVISED APPROACH AND CONTINUING PROGRESS
While the College determined that the development of an Organizational Excellence Strategy Team was not the best approach, numerous initiatives and ideas have been advanced.

TACTICS

Core Values: Together with the Director of Mission and Identity, develop a clear and concise statement of our Catholic and Jesuit core values; promote a shared understanding of and appreciation for these values.

UPDATE: IN PROGRESS (SEE PRIORITY I)
The senior administration, leadership of Human Resources, and others will team up with the Director of Mission and Identity to continue our advancement of this tactic. The multi-year mission in leadership and student athlete programming in athletics that was presented at the February 2014 Board meeting is one leading example of ongoing efforts. We also continue to sponsor participation of faculty and staff in AJCU mission programs including the 18-month Ignatian Colleagues Program and the one week summer session. These efforts are resulting in meaningful growth in the number of campus leaders with a deeper understanding and refined ability to apply mission in their administrative and academic roles.

Employer of Choice: Establish a professional work environment that attracts, rewards, develops and retains top talent.

A. Provide strategically relevant and mission-aligned professional development opportunities in order to foster management and leadership skills, a culture of trust, active listening, diversity and inclusion, empowerment and accountability, teamwork and a sense of community.

UPDATE: IN PROGRESS
Professional Development programs including all-day staff development days have been implemented and offered since 2012. The 2014 session is centered on mission and identity and its application to administrative and leadership roles across campus. Speakers include Chris Lowney, Matt Davidson and in-house experts on wide ranging topics related to enhancing skills in alignment with our Catholic and Jesuit mission.

Staff lunch and learn sessions are offered throughout the year on topics including financial wellness, retirement investment strategies, understanding Social Security, and using resources from TIAA CREF and Excellus.
The College continues to explore cost effective means of expanding professional development opportunities including via consortia, shared service and online models.

B. Assess and improve the professional work culture and recognition practices so that Le Moyne employees receive meaningful affirmation for achievements.

**UPDATE: IN PROGRESS**
Recognition activities have been expanded to include the Magis and Ignatian Leadership Awards; the annual Retiree Recognition Reception; monthly service and monthly birthday recognition acknowledgments via the HR newsletter and Dolphin Digest, and Adjunct Faculty Professional Development Grant award acknowledgements have been implemented.

**Le Moyne Pride:** Hire for mission and foster “Le Moyne Pride” across the campus community. In the spirit of the *magis*, “Le Moyne Pride” expresses the high level of commitment that College employees have to the service of the College’s mission.

A. Clarify College goals and how these goals relate to the work of each person and department. Develop sustainable processes by which all departments and individuals gain an appreciation of the roles of all other departments.

**UPDATE: CONTINUING PROGRESS**
The College will expand the efforts to enhance mutual empathy and collaboration. There are many examples of inter-divisional teams expanding their collaborations and knowledge about other facets of the College. Examples: The Institutional Advancement division involved other departments in their planning retreats. ITS continues their Insight Fora ("listening tours") to inform their strategic planning.

The annual performance assessment process has been updated to provide a single document electronic process that includes mission-based competencies, employee self assessment and supervisor input via a written process and face-to-face discussion of performance and expectations for the next review period.

B. Develop sustainable human resource practices to hire for mission, offer competitive compensation, and support professional and personal development for faculty and staff.

**UPDATE: CONTINUING PROGRESS**
Interview Exchange, an online applicant tracking program, was implemented to automate and streamline the recruitment process for all positions. Frequent updates and enhancement continue to make this process more efficient.

The Employee Retirement Investment Committee was established to ensure compliance with DOL rules for stewardship and fiduciary oversight. CAPTRUST was selected as the plan advisors and have supported an analysis of the fund line-up, creation of a new lower cost and best-in-breed investment options for our participants, the establishment of quarterly reviews of the 403 B plan, regular reports to the BOT and a recent fund change that replaced the Thornburg International Fund with the Dodge & Cox International Stock Fund.

A compensation policy has been developed and includes consistent process for benchmarking competitive local, regional and national salary data for developing and managing salary ranges for all positions. This includes the president and the vice presidents. The faculty salary guidelines were revised in 2011.

All internal HR information has been migrated to the MyLeMoyne Web Portal and electronic and online forms have been developed to allow paperless employee transactions where possible. Continued development is underway to utilize online workflow features to further automate transactions.

The Board established a standing Compensation Committee.
C. Promote cross-campus engagement in College events and activities.

**UPDATE: CONTINUING PROGRESS (SEE D.)**
A campus Wellness committee has been formed focused on consolidating efforts to provide education and services to faculty, staff and students to improve health and help control healthcare costs has been launched. Staff education programs via a lunch and learn series are presented and new policies and practices are being encouraged including healthier eating, stress management and exercise have been provided. Group fitness programs have been developed and added to our wellness offerings in our athletics and recreation center.

The staff and administrative forums have been combined into single all employee forum providing multi-level and cross functional communication on campus issues and ideas.

D. Continue to promote transparency, open and honest community dialogue, and stakeholder input regarding strategic decisions about the College.

**UPDATE: IN PROGRESS**
Senior administration has increased the frequency of open fora to share information and engage in campus-wide dialogue regarding matters important to our mission and strategic focus areas (e.g., campus-wide budget meetings, small group conversations with the President, “Coffee with the President” sessions, all-staff open sessions with vice presidents, expanded President’s Council to include faculty and academic leadership).

The Faculty/Staff Benefits Committee has been expanded to provide additional input and transparency to the annual health care renewal process and other proposed benefit plan changes. This has helped ensure a broader understanding of current issues the College faces on benefit costs and helps develop and vet ideas to address current and emerging related issues.

The Provost and Vice President for Academic Affairs and the Vice President for Finance and Administration meet regularly with the Faculty Senate Finance Committee to discuss and exchange views on macro factors impacting the College as well as other important operating matters. This ongoing authentic collegial transparency is fostering mutual efforts to develop solutions for the College’s more critical issues. The Senior Administration will seek other opportunities to replicate the success of these meetings with other faculty groups (e.g., departments, department chairs and program directors).

**STRATEGIC INITIATIVE 3:2**
*Develop a basic set of procedures and guidelines for continuous improvement* that can be adapted College-wide, and that evaluates the alignment of resources and existing and proposed programs with Le Moyne’s mission, vision and core values.

**TACTICS**

A. Develop the framework and guidelines for a College-wide assessment process along with a three-year implementation plan in order to assess and improve policies and procedures, technology systems and skills, and human resources/talents in alignment with the forecasted needs of Le Moyne’s strategic plan.

**UPDATE: IN PROGRESS**
While we have achieved significant progress across all divisions of the College, this tactic as envisioned and defined has not been fulfilled. The framework and guidelines and three-year plan have not been developed. This tactic requires ongoing dialogue and consideration.

The College has developed an enterprise risk managements (ERM) committee. This committee is developing ERM systems focused on the most important strategic risks. Progress on our ERM process will continue to be reported to the Board of Trustees Finance and Audit Committee.
Ongoing collaborative efforts across campus have resulted in numerous improvements to procedures, processes and services for the College:

The Le Moyne Ethics Reporting Hotline service was implemented to provide “whistle blower” confidential reporting related to financial, accounting or donor stewardship issues; conflict of interest issues; ethics concerns and grant misconduct or misappropriation of funds. Le Moyne has selected EthicsPoint as the third party processor to provide a simple, anonymous process to allow a confidential report of activities that may involve improper conduct or violations of the College’s policies.

A review has been conducted of our financial reporting and accounting internal controls resulting in new and updated written policies and practices.

A new third party tax filing service was selected and we have moved the responsibility for completion for the annual 5500 report for our 403b plan to TIAA CREF eliminating a fee paid to a third party vendor.

In collaboration with Enrollment Management, Athletics restructured its process for determining and granting scholarships resulting in stronger and earlier recruiting efforts. This process is expected to reduce the average discount rate for student athletes. The addition of the varsity intercollegiate track program beginning in 2014-15 successfully recruited 20 new student athletes for fall 2014.

A campus policy Tobacco Free policy has been adopted and communicated that will eliminate the use of tobacco products and nicotine delivery systems effective July 1, 2015.

B. Require each unit to engage key stakeholders in order to understand their needs and preferences (e.g., town hall listening sessions, facilitated brainstorming sessions, survey instruments, etc.). Use stakeholder-focused criteria to identify opportunities for improved service.

**UPDATE: CONTINUING PROGRESS**
*Also, see Le Moyne Pride section for additional information on engagement of stakeholders. Each division has made advancements in stakeholder empathy.*

Campus Town hall meetings used to communicate and seek input on numerous issues including budget, enrollment, policy and plan design issues including; regular budget and enrollment updates; Retiree Medical Plan changes; Health Care Plan Design; 403b fund option changes; the revised Performance Assessment Program; introduction of the online Applicant Tracking process and the Tobacco Free Workplace policy.

Online Survey Monkey web surveys are regularly used to assess the efficacy of training programs, campus events and for communication follow-up, candidate assessment and open forum feedback.

The faculty/staff campus climate survey process, initially scheduled for the Fall 2013 semester, was first deferred to the Spring 2014 semester and now will be on hold pending the establishment of priorities for the 2014-15 academic year.

C. Require units to review organizational charts and resource allocations in alignment with the College’s vision and strategic plan; identify critical gaps and areas for improvement and reallocation; develop tactical plans and recommendations to realign strategically as needed.

**UPDATE: CONTINUING PROGRESS**
All divisions within the College are continually reorganizing or realigning resources consistent with strategic focus areas. This has resulted in several million dollars of resources being reallocated to fulfill our mission.

D. Enhance strategic focus on the use of technology systems and applications in support of academic, student development and administrative priorities.

**UPDATE: IN PROGRESS**
The Canvas Learning Management system was successfully implemented during the 2013-14 academic year replacing Blackboard. Additionally, the MyLeMoyne portal schedule was adjusted to allow a smooth transition to Canvas. Many tools for the campus community have been created or moved to the portal including; the “Share Your Ideas” site; Searchable Course Catalog content; the Office of Human Resources site for faculty and staff and the annual benefits Open Enrollment process. Multiple training sessions and overviews with offices and departments have been held throughout the semester.

Several technology solutions have been successfully adopted in Enrollment Management including a prospect management system, business analytics models (in partnership with external consultants), automated financial aid packaging system, document imaging systems, and other enhancements.

Institutional Advancement implemented a prospect management system and new campaign/fund raising reports.

We contracted with Peer Transfer to automate payments from international students including managing exchange rates and have developed an on-line requisition and purchasing system for implementation in the coming year.

Web Time Entry for all non-exempt employees is being implemented eliminating paper processing for payroll.

In Student Development, housing lottery, tutor scheduling and event registrations have all moved to online for greater efficiency. In addition, major publications such as the student handbook and heading to the heights are published on the Le Moyne website rather than hard copy for better use of resources.

**STRATEGIC INITIATIVE 3:3**

**Le Moyne will continuously enhance its stewardship of all resources,** including personnel, financial and capital, and natural. The College will also improve its practices of enterprise risk management, while pursuing innovative opportunities to expand revenues (e.g., by increasing net tuition revenues and expanding activities in new academic programs, pedagogical delivery, grant support and fundraising). The College will develop a comprehensive enrollment strategy to establish ideal enrollment size, student discount and yield management strategy, and student body characteristics. The College will develop and implement a comprehensive affordable seven- to 10-year facilities master plan in direct support of the OneLeMoyne Strategic Plan. This plan will incorporate a range of possible financing strategies and will inform our plans for future fundraising campaigns.

**TACTICS**

A. Complete the implementation of the facilities projects approved in 2010 (Round I Projects), including the new science building and pending renovations to Grewen Hall, classrooms, site work and HVAC systems.

**UPDATE: CONTINUING PROGRESS**

The Facilities group completed construction projects that opened the new Science Building, renovated Mitchell Hall into the new Madden School of Business in 90 days (the completion of the readaptation and renewal of Mitchell Hall for MSoB is scheduled for completion summer 2014); completed first two phases (Phase III is scheduled for summer 2014) of the Coyne Building renovation; updated and refreshed Grewen Hall including the new Dolphin Den, classroom renewals, phased implementation of new mechanical systems, and created the President’s Suite; transformation of the campus dining facility; provided a new Turf Field facility; acquired and developed the Le Moyne Plaza; created a new women's Softball facility; upgraded locker rooms in compliance with Title IX; numerous office renovations; significantly increased our annual investment in deferred maintenance and renewal priorities.

The Facilities group also managed a 4 week project to refurbish Foery Hall following a sprinkler break.

Work to renovate the James Commons and Curtin Special Events space has been deferred.
B. Sustain the assertive renewal of facilities and implementation of the deferred maintenance strategy. The College will follow a process that ensures stakeholder input on facilities projects to be implemented in 2012 through 2015 (Round II Projects) and then 2016 through 2019 (Round III Projects).

**UPDATE: IN PROGRESS**
The college increased its annual investment in deferred maintenance projects by approximately 400% since 2006.

C. Develop a comprehensive real estate strategy to support L.I.F.T. (Le Moyne Initiatives for a Future Together), a student housing strategy and the OneLeMoyne Strategic Plan. The College will explore alternative financing strategies and strategic private and public partnerships to fund some of these projects.

**UPDATE: THIS TACTIC HAS BEEN DEFERRED.**

D. Facilities Planning and Management operations will strive for ever-greater standards of care for the buildings and grounds and continue to serve as a regional leader in environmentally sustainable practices.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**
The Facilities Planning and Management Department is committed to continue driving campus sustainability practices at Le Moyne. As part of this effort, the College is a member of the US Green Building Council (USGBC). This organization works to promote buildings that are environmentally responsible, and healthy places to live and work. Le Moyne’s recent construction renovations (Science Addition Complex (LEED Gold Certified), Dolphin Den, Coyne Science Renovation, LaCasse Dining Hall, Madden School of Business, and Grewen Hall ) include many sustainability features such as: use of trombe walls to absorb heat during the day and radiate into interior spaces at night, use of heat recovery air handlers to recover heat from air exhausted from the building, use of active chill beams for local temperature control, installation of a vegetated roof to reduce storm water runoff and reduce “heat island” effect of roof, energy efficient lighting systems with occupancy sensors, zero VOC paints used wherever possible, reuse of existing materials, use of efficient fluorescent and LED lighting, low E glazing and exterior sun shades for windows to minimize solar heat gain in summer and allow during winter, a photovoltaic array located on the roof of Foery Hall to feed electricity to campus’ power distribution system, to name a few.


E. Continue the development of a holistic College-wide approach to sustainability including, but not limited to, strategic reductions of the College’s carbon footprint; education of students, faculty and staff; and continuous improvement of related policies such as recycling and procurement.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

In addition, there have been many sustainability projects in our residence halls that promote sustainability living, among them: Sustainable bulletin board competitions (RAs make bulletin boards out of recycled/reused products-with educational information about the environment/sustainability, OCRRA
presentations to Housing staff about the specifics of recycling. “Save the Dolphins” a bottle drive where funds raised are used support a dolphin rescue organization, “It’s Easy to be Green” meetings where students bring an item to recycle and can eat from an array of green food while learning about sustainability, partnering with Rescue Mission to donate unwanted clothing and other usable items students don’t want to keep at the end of the academic year, canned food drives, poster campaign promoting sustainable living and faucets and showers have flow restrictors Barrier-free access for people with disabilities where practicable.

The College does not yet have a holistic sustainability strategic plan. While the College will continue to advance our planning, our progress has been substantial as evidenced by the positive trends in energy consumption and carbon emissions.

F. Determine the optimal characteristics of the undergraduate and graduate student populations, as well as the optimal mix of graduate-level and certificate programs.

UPDATE: IN PROGRESS
While discussions have been held on campus and with the trustees, the holistic assessment of the optimal size for the College's undergraduate enrollment has not been completed. This will be an emphasis in the near-term.

The College continues its investments in the expansion of graduate programs in its new School for Graduate and Professional Studies. The initial focus on new program development has been in the health science professions. We are in the approval process for the addition of Occupational Therapy and Nurse Practitioner Studies at the Master’s and eventually Doctoral level. We established the position of Dean of Graduate and Professional Studies to lead the College's efforts and continuous assessment and strategic planning for program additions and revisions. The College is strategically focused on growing its graduate enrollments. Currently the College’s portfolio of graduate programs makes up approximately 10% of the total FTE at Le Moyne College. The College seeks a goal of 20% in the next five years. In addition to the programs listed above, the College is looking to expand its offerings in graduate Business Administration, Nursing, and Education. The Madden School of Business will work to enhance its MBA program and offer alternative delivery options. The Education department is developing the curriculum for a Doctor of Education in Leadership which will attract individuals from business, education, healthcare, and the non-profit sector. In addition to Nurse Practitioner Studies, the College is developing the curriculum for a specialized Master’s in Nursing for Clinical Nurse Specialists. In addition, the Physician Assistant Studies Program will increase its cohort size from 54 to 75, expanding the program through new clinical rotations outside New York State and utilizing sites in developing countries, as well.

G. Expand upon existing “dashboard” systems in order to establish a full range of key operating metrics, ratios and key performance indicators to guide the College’s resource allocation decisions (e.g., proportion of revenues to be dedicated to employee total compensation, academic and non-academic programs, student scholarships, and several financial ratios including a composite financial index).

UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS
The Finance and Administration Division provides the Board of Trustees and the campus community a five year financial dashboard. The financial dashboard includes information on; enrollment rates (new full time students first year and transfers, full time undergraduates, part time undergraduates, graduate programs, residents and graduation rates; student charges (full time tuition rate, average net tuition per first year student, residential room rate and meal plan rate); first year student aid discount rate and first year to second year retention rate; operations and capital expenditures (tuition and fees, room and board, total revenues, salaries, fringe benefits, total operating costs and operating margin); fund raising revenues (private gifts and grants); capital additions; annual debt service; balance sheet (cash and temporary investments, endowment market value, total outstanding debt, expandable net assets); and ratios (expandable resources to debt and operations, debt service coverage, debt service to operations, full time faculty and staff ratios, and student to faculty ratios).
All divisions have created strategic dashboards. These efforts will continue to advance as part of our integrated efforts for institutional assessment.

STRATEGIC INITIATIVE 3:4
Resource Enhancement
We will increase funding from sources beyond that of our primary revenue streams of tuition, room and board.

TACTICS

A. Operating Margin: Establish a specific percentage goal to increase our annual operating surplus over the next five years, in order to increase total resources and liquidity.

**UPDATE: IN PROGRESS**
Operating margin goal is a minimum of 3% of our total operating revenue. Our three year average has been 2.7% during a very volatile economic period. Liquidity as measured as the ratio of expendable resources to total debt has increased slightly over the same three year period from .98% to 1.13%.

B. Endowment Performance: Achieve long-term growth of the Le Moyne College Endowment Fund through donor gifts and real appreciation. The objective for real appreciation is to earn a rate of return on each class of assets to equal or exceed the market rate of return, as reflected by the appropriate benchmark, while maintaining a prudent annual endowment spending level.

**UPDATE: IN PROGRESS**
Endowment has increased by $18.9 million or 15.2% over the last three years, 11.4% in net appreciation less spending and 3.8% in new gifts.

C. Annual Giving and Annual Fund: Set and monitor goals for annual giving and alumni participation rates in order to place the College, over the next five years, in the top quartile of AAUP Masters IIA schools of similar size.

**UPDATE: IN PROGRESS**
The College has made significant progress over the past few years toward increasing funding sources beyond those of tuition, room and board. The annual fund has increased significantly with the unrestricted portion of it increasing by 50% since 2011 from $1.325 million to an anticipated $2 million in 2015. The Madden School of Business campaign is still in progress with efforts directed at funding the accounting lab, the trading floor and naming of the Global Business Center of Excellence. Total raised on a goal of $15 million is just over $17 million.

D. Major Gifts and Planning for the Next Campaign: Continue to cultivate potential donors and solicit major gifts in preparation for future fundraising campaigns. Establish a target date for the silent phase of the next campaign by the summer of 2013, working with the Board of Trustees and senior administration.

**UPDATE: IN PROGRESS**
The number of donors has increased substantially over the past three years due in part to increased emphasis on prospect management, additional gift officers and significantly increased stewardship. Through the Prospect Management System, we have identified the top 250 potential donors by capacity and inclination to give and members of the development team are contacting and cultivation many of them in preparation for the next major campaign for the arts and sciences.

E. Government and Foundation Support: Develop a plan, to be approved and monitored by the Institutional Advancement Committee of the Board of Trustees, for strategic engagement with foundations while continuing to pursue sources of government support at all levels.

**UPDATE: IN PROGRESS**
The Department of Government and Foundation Relations supported major elements of the OneLeMoyne Strategic Plan and College priorities by soliciting federal, state and foundation support. As a result of their
efforts, the College was awarded $4,803,663 in funding for the current fiscal year, with another
$3,190,065 pending. Funds received helped a broad range of projects that include the Madden School of
Business capital campaign, scholarships, curriculum development, and pedagogy. The department works
diligently to cultivate relationships with new and past supporters of the college.
PRIORITY FOUR

Updates compiled primarily by Deb Cady Melzer, Vice President for Student Development

MAINTAIN AN INTELLECTUALLY, SOCIALLY AND SPIRITUALLY VIBRANT COLLEGE COMMUNITY

Inspired by the Jesuit commitment to *cura personalis*, the personalized care and attention to the development of the whole person, Le Moyne College seeks to be a vibrant campus community that offers a rich array of opportunities for growth. As a premier Jesuit college, we must undertake a new direction to integrate academic and student development services through initiatives such as learning communities, student leadership development, distinctive programming, and collaboration for dynamic experiential learning.

STRATEGIC INITIATIVE 4:1

Develop the Collaborative Campus where integrative learning across curricular and co-curricular experiences contributes to students’ holistic development.

TACTICS

A. Integrated Services: Develop the Center for Creativity and Innovation together with Academic Affairs (see Priority #2) as an interdisciplinary and engaging web of curricular and co-curricular services for students, integrating learning communities, orientation, retention efforts, student conduct, service learning, career planning, e-portfolio advisement and academic advisement.

**UPDATE: REVISED**

Although the notion of a “center” was abandoned, a great deal has been done to create a web of collaborative services. The EASE (Early Alert System Exchange) Committee and Retention Task Force were created. These cross-sectional groups address student of concern needs and develop recommendations and implement new initiatives to meet evolving student needs. In addition, advisory boards for service learning and internships were created that involve mostly faculty in order to share best practices and develop marketing strategies for increased student involvement.

These collaborative groups developed several new programs to promote retention efforts, such as Dolphins Discover and Summer Opportunity for Academic Recovery (SOAR). Also as a result of collaborative work, tutoring was recast and restructured under Academic Advising and Support with attention to the changing academic needs of our students, along with closer collaboration with faculty on selection and development of peer tutors. In addition, there are plans to refresh the tutoring space in order to respond to increased demand and variances in tutoring models.

B. Space and Features: Create distinctively “Le Moyne” interior and outdoor features and enhance the physical space on campus to promote community. Designate spaces for specific student uses in order to build class identity (e.g., first-year students living in a cohort). Designate physical space to house the Center for Creativity and Innovation as a point of initial contact for the campus community and visitors. Develop a “concierge”-style protocol and staffing to welcome visitors and disseminate information on admissions, guest speakers, campus performances and directions to campus facilities.

**UPDATE: CONTINUING PROGRESS**

Several new spaces exist on campus for students including the Plaza, Den, Pub, Varsity Weight Room (alleviating space in the recreation center), Media Center (Dolphin, Radio Station, TV Station) athletic fields and Dining Hall. In addition, a student club space is being renovated along with additional residence hall space. The events space (Special Events/James Commons) has been delayed but is still on plan for renovation.

Career services, academic advising and support, disability support spaces are still in need of vision and support around the concept of a center for creativity and innovation. The HEOP and AHANA students
have access to a new study lounge in the Academic Advising Suite where they can work on papers, collaborate on projects and study in groups or individually. The space is designated for HEOP and AHANA use, and it has proven to be a well utilized resource.

STRATEGIC INITIATIVE 4.2
Facilitate opportunities for growth and transformation as part of student transitional experiences.

TACTICS

A. Learning Communities: Develop a comprehensive residential life program to include developmentally appropriate living and learning communities, including interdisciplinary learning communities for all first-year students, vocational mentoring programs with alumni for sophomores, and self-directed thematic housing for juniors and seniors.

UPDATE: CONTINUING PROGRESS
Several changes have occurred in residential life to support student needs. Learning communities continue to thrive for incoming first year students where over 50% of the cohort participates in a learning community. Although the number of learning communities fluctuates year to year, the College has promoted 7-11 communities regularly with the most popular for students being the Biology Learning Community, followed by CLAS Act (for future teachers), Nursing, Visual and Performing Arts and CEOs. In addition to the residentially based learning communities, the HEOP and AHANA first year students are part of a History curricular Learning Community designed to aid these students in sharing courses and learning together during their transition into the rigors of a Le Moyne Education. This learning community is associated with the HEOP and AHANA Learning strategies class which provides students with supplemental information on how to go about researching and writing History papers. The Learning Community also has dedicated tutors to work with the students.

For sophomores, the Loyola Companions Leadership Program continues to grow with additional students participating each year. Based upon three questions of Ignatian Discernment, the LCLP program invites students to participate in small mentoring groups with alumni and staff to explore their vocational questions. As we acquire additional homes in the neighborhood, we have increasing interest in the junior and senior classes to live together around common interests particularly ROTC, Nursing and Environmental Issues.

Under the leadership of Campus Life and Leadership, these programs will continue to grow to support the curricular and co-curricular needs of our students.

B. Leadership Development: Through the new Center for Campus Life and Leadership, develop mission-based, peer mentoring curricula and programs to foster leadership (orientation leaders, multicultural organization leaders, study group leaders, club and organization presidents, Student Senate, et al.). Cultivate an ethic of “giving back” among upper-division student leaders in order to assist new members of the community in key transitional moments.

UPDATE: CONTINUING PROGRESS
Restructuring in the Office of Campus Life and Leadership has allowed for greater mentorship of students particularly in the late evenings and weekend hours. As a result greater numbers of students are involved, as we have seen growth in the number of students joining clubs and organizations, applying for leadership roles and participating in one of six leadership development programs (ranging in topics from new to seasoned leaders). Several new clubs have formed over the past few years that are mission and academic program specific including Ignatian Ignite and the Entrepreneurs Group.

We have seen greater upper-class student participation in the mentoring of new students. For example, there were eight HEOP and AHANA students who took responsibility for tutoring and counseling the incoming first year students during the last summer bridge program. These tutor counselors went through extensive training to learn about Le Moyne College’s rules, regulations and policies, and they worked with
first year students during the five week summer program, acting as mentors in addition to tutoring and counseling responsibilities.

Staff has also strengthened leadership development training programs with outside speakers, greater teambuilding and mission-related conversations/experiences. For example, the Examen is a regular component at RA, Orientation leader, SGA and LSPB Trainings. Professional development components were added to the tutor training to bring about leadership building, and a tutor training manual is being created. Athletics has also done a great deal to provide student athletes with opportunities to develop spiritually, socially and intellectually and have focused particularly on our Jesuit mission as a core of their professional development with coaches as well as student athletes.

C. Orientation: Recast first-year orientation to provide the incoming cohort with an opportunity to immerse itself in discovering each other and developing a class identity. Change the structure of first-year orientation from several, separate events over the summer to one intensive four-day event in the fall held prior to the beginning of classes and connected to Le Moyne’s themes: “Spirit, Inquiry, Leadership, Jesuit.” Design mission-themed welcome/immersion opportunities for other populations, including transfers and commuters.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**

New student orientation has been completely recast with a one-day summer welcome during late June/early July and a four day fall orientation at arrival in late August. The summer welcome focuses on academic orientation and confirmation of their college choice. Students meet with their academic advisors, register for classes, take a writing placement exam, get their college ID and meet upper-class and peer students. Parents learn of all the services available to students, have their questions answered, receive their tuition bill with an explanation and build resources among each other.

Throughout the summer, staff works to build a greater connection among the incoming student cohort using social media. During fall arrival, students engage in a four day intensive orientation that addresses their academic, social and spiritual transition to college. With each day representing a word in our tag line — Spirit, Inquiry, Leadership, Jesuit — students and parents are welcomed by the President, faculty and other college leaders at New Student Convocation. Then students experience their first CORE class, meet the deans and learn of career development opportunities through study abroad and internships. A long-standing tradition, Dolphin DIVE sends the incoming class into 6 city parks for a day of service. This is followed by Relationships 101 where college expectations for citizenship are explained and students discuss their hopes and fears surrounding healthy, diverse peer relationships. The weekend concludes with Mass on the Grass and our annual Fireworks display before the start of classes. These are a few of the highlights that empower students to transition from high school to college.

Transfer student orientation has also been revitalized to meet their unique needs. An express registration has been added at key moments so that incoming transfer students have opportunities to meet with advisors and obtain their classes in line with other returning students. In spring 2014, we also introduced transfer advising and registration on a rolling basis as an enhancement so that newly deposited students could receive personalized faculty advising and enroll in their classes nearly immediately after they deposit. As transfer students begin classes, we follow with a welcome presentation/discussion of our Jesuit mission including a Dolphin DIVE component.

We continue to enhance orientation opportunities for new commuter students and have appointed a staff member to specifically work with commuter students throughout the orientation program and year.

**STRATEGIC INITIATIVE 4:3**

Enhance Le Moyne’s celebratory traditions and common social experiences in order for students to have fun, develop life-long friendships and develop pride in the Le Moyne community.
TACTICS

A. Distinctive Programming: Establish a distinctive Center for Campus Life and Leadership within Student Development with a shared focus on campus-wide programming and leadership development. Clearly define Le Moyne’s student culture and select initiatives and activities that reflect student interests and that expose students to wider experiences. Connect Campus Ministry offerings (retreats, service) to learning communities, resident chaplains, residence life, and mission and ministry.

UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS
The growth in programming and events has been significant over the past 4 years. Students look forward to many traditions on campus, and participation has grown significantly as well. Every aspect of the student experience has seen growth in programming and events from social events on the weekends, to club and intramural sports, to service and retreat opportunities. The number of students participating in these events has also grown as evidenced by the number of service hours completed annually around 75,000. This is just one indicator of student engagement in campus life at Le Moyne.

B. Athletic Offerings: Strengthen recreational options (intramural and club sports); foster College/class/residence/team pride; and connect popular traditions such as Spring Olympics, Harvest Festival, and Winter Fest to pride and support for student-athletes. Develop winter sports and activities (e.g., skiing, snowshoeing, etc.) and encourage other ways to engage the resources of the Syracuse area.

UPDATE: CONTINUING PROGRESS
Intramural sports enjoyed an increase in the number of students participating with approximately 300 students competing each year. Several club sports were added including women’s basketball, soccer, lacrosse, and co-ed sailing, rowing, equestrian, bowling, and fencing. Intercollegiate athletics added men and women’s track and field. LSPB brought back student interest in supporting intercollegiate athletes with tailgating events at key Upstate Challenge contests.

STRATEGIC INITIATIVE 4:4
Provide opportunities for experiential learning through internships, service opportunities and entrepreneurship to complement course work.

TACTICS

A. Service: Provide opportunities for faculty development in service learning and consider separating community service (Campus Ministry) from service learning (Center for Creativity and Innovation) in mission but continue coordinated efforts with community partners.

UPDATE: ACCOMPLISHED
The restructuring of responsibilities has occurred with curricular service coordinated by the Director of Service Learning and co-curricular service facilitated by the campus ministry staff. As a result, campus ministry has increased the number of service opportunities for students. They have been able to provide a continuum of service opportunities from onetime events to regularly scheduled weekly partnerships with community organizations. The Director of Service Learning has therefore been able to focus on building capacity among the faculty for curricular service learning. Development of the new CORE 400, for example, lends itself to a service learning course, and the Director of Service Learning has been involved in these conversations and professional development for faculty.

B. Engagement: Support student initiatives such as entrepreneurship, activism, co-curricular passions, participation in community change, etc. Develop an atmosphere that publicly encourages all students to be heard, through both formal and informal channels.

UPDATE: CONTINUING PROGRESS
A new philosophy and approach has been developed across the College that advocates for the educational needs of our students. The Collaborative Campus has promoted an ethic of care for students that is more
responsive to their needs. Several opportunities exist for students to voice their needs and desires at the College. The President meets with student groups 6 times a year through lunches and Pizza at the Pub. This gives both the President and the VP for Student Development input on future priorities in the decision making process. These opportunities have been opened up beyond SGA and LSPB to include leaders in the Residence Hall Association, MOSAIC (multicultural umbrella organization), Resident Advisors, Campus Ministry leaders, etc.

In addition, the Career Advising Office is an example of providing broader opportunities for students. The College created a new position, the Associate Director/Director of Internships, who is responsible for internship support and development with both internal and external constituents. The Career Advising Office collaborated with the Psychology Department to expand opportunities for Juniors and Seniors to intern throughout the course of an academic year. Le Moyne also participated in the Central New York Communications Consortium Career Fair in order to expose students and soon-to-be graduates to high profile internship and job opportunities in NYC. And, we have actively pursued new strategic partnerships with regional employers and alumni to create new opportunities for experiential learning for our students.

C. Celebrate Student Leadership: Support student leadership development with collaborative training grounded in mission and inclusion. Recognize student leaders in all areas across the College. Collaborate across units to identify and mentor students for post-graduation fellowships, awards and career opportunities.

**UPDATE: CONTINUING PROGRESS**

Several offices across the College have worked together to provide training opportunities to student leaders particularly around mission and diversity. Several speakers have come to campus on key developmental topics – alcohol, sexuality, violence and diversity- with standing room only audiences of students representing SGA, Resident Advisors, Athletes, Learning Community Members, etc.

In addition, Dolphin Choice Awards, Honors Convocation and Athletic Awards are annual traditions that highlight student achievements. These achievements are now highlighted in photo posters in the academic buildings, the alumni magazine, local newspapers and national publications.
PRIORITY FIVE

Updates compiled primarily by Deb Cady Melzer, Vice President for Student Development, and
Linda LeMura, Provost and Vice President for Academic Affairs

PROMOTE GREATER DIVERSITY WITHIN THE LE MOYNE COMMUNITY AND INCREASED ENGAGEMENT BETWEEN THE COLLEGE AND OTHER COMMUNITIES REGIONALLY, NATIONALLY AND INTERNATIONALLY

Inspired by St. Ignatius of Loyola’s capacity to find God in all things, Le Moyne seeks to build a respectful, welcoming campus culture that celebrates difference and models inclusion. Uniqueness is expressed through gender, ethnicity, sexual orientation, socio-economic status, age, physical and mental attributes, and religious and political beliefs. A Catholic, Jesuit College has a particular responsibility to provide an environment for the safe and nurturing exploration of difference, while also offering rich, ample opportunities for students to pursue the Jesuit ideal of “education in dialogue with the world.”

STRATEGIC INITIATIVE 5:1
Continue to strengthen the focus on the multicultural and diversity aspects of recruitment and retention of faculty, administrators, staff and students. Create an environment of inclusion so that each person is welcome, will persist and will flourish.

TACTICS

A. Institutionalize and standardize search processes to include a wide array of diverse sources.

UPDATE: CONTINUING PROGRESS
We routinely utilize the following broad array of recruitment sites, targeting traditionally underrepresented groups for campus openings. Search committees are required to be gender balanced and to include a person of color whenever possible. The recruitment sites include: Women in Higher Education, Diverse Issues in Higher Education, Journal of Blacks in Higher Education, Hispanic Outlook, HigherEdJobs.com, Association of American Colleges and Universities, AJCU, and the Higher Education Recruitment Consortium.

B. Establish recruiting and hiring targets for diversity that are annually reviewed by senior leadership.

UPDATE: DELAYED
Targets have not yet been identified. In facilities management, there has been an intentional effort to hire Minority, Women Business Enterprise contractors and this past year, we have hired more than ever before.

C. Continue to increase the mix of diversity (including international and other under-represented populations) among Le Moyne students. Senior leadership and the Board of Trustees will continue to review enrollment targets for diversity annually.

UPDATE: DELAYED
Two enrollment programs assist Le Moyne in attaining our diversity enrollment goals. The College has recently submitted reapplication for the New York State Higher Education Opportunity Program (HEOP). The HEOP program works with students who come from a more diverse population in terms of race. HEOP students also come from a different socio-economic background from most regularly admitted Le Moyne applicants. For the upcoming fall, we have confirmed 18 incoming first year HEOP students and 2 HEOP transfer students. In addition, the College supports an AHANA (African American, Hispanic, Asian, and Native American) recruitment and retention program. The AHANA program by virtue of its name directly supports multicultural students. In the upcoming class, we have an additional 8 AHANA students with the hopes of attracting a few more over the summer. This brings a total of 30 new students of
color in these programs. Plans are underway to improve the visibility, identity and leadership capacity of the students in Le Moyne’s AHANA program and to build pride in this academic opportunity program.

Despite efforts in these diversity programs, the College did make a decision to delay further efforts in diversity recruitment in order to focus on other enrollment goals including recruiting greater geographic diversity, increase net tuition revenue, maintaining the academic profile and achieving a larger cohort. In addition, the College has recently hired a new Director of Global Education (begins August 1st) who will support recruitment and retention of international students going forward.

D. Revise EEO policy and rename it, “Diversity and Inclusion.” Fully integrate the Diversity and Inclusion policy across the campus.

**UPDATE: ACCOMPLISHED**
The Campus Diversity and Inclusion Team, a diverse, cross-functional group, was chartered to address issues of diversity and inclusion on campus. A twofold goal for the Diversity and Inclusion Team has been established: (1) ensuring we provide a safe campus and workplace free of insensitive and discriminating conducts, attitudes and behaviors; and (2) providing clear messages to members of the community that support social justice and a diverse, inclusive campus and workplace. The team will develop concrete recommendations or action items for campus leadership and will integrate academic, student and staff affairs. The Diversity and Inclusion Team will generate baseline data regarding how students, staff, and faculty experience the campus in terms of diversity and inclusion and will implement a "climate survey," which can serve as a pre-intervention baseline and which can help identify areas of concern. The following Diversity Statement is now listed on the Human Resources website and throughout the campus:

Inspired by St. Ignatius of Loyola's capacity to find God in all things, Le Moyne seeks to build a respectful, welcoming campus culture that celebrates difference and models inclusion. Uniqueness is expressed through gender, ethnicity, sexual orientation, socio-economic status, age physical and mental attributes, and religious and political beliefs. A Catholic, Jesuit College has a particular responsibility to provide an environment for the safe and nurturing exploration of difference, while also offering rich, ample opportunities for students to pursue the Jesuit ideal of "education in dialogue with the world."

E. Continue to improve and increase physical access to campus environments.

**UPDATE: CONTINUING PROGRESS**
All renovation projects address prior accessibility issues including new furniture in classrooms, assisted listening devices, more/larger bathrooms, new handicap door operators, etc.

**STRATEGIC INITIATIVE 5:2**
Develop comprehensive assessment, awareness, training and programming in cultural competencies in order to foster the understanding: “I need your difference.”

**TACTICS**

A. Develop learning outcomes for cultural competency related to diversity, including definitions such as emotional intelligence, listening, empathy, multicultural etiquette and respect.

**UPDATE: DELAYED**
As the Diversity and Inclusion Team establishes goals with feedback from the community, learning outcomes and defined terms will be written.

B. Implement a Le Moyne Diversity and Inclusion module as part of overall orientation for students, student employees, resident advisors and employees. This module will review definitions of diversity, the College’s Diversity and Inclusion Policy, process for airing concerns and development of multicultural competencies.
UPDATE: CONTINUING PROGRESS
As part of fall welcome, a diversity and inclusion module was created to increase student understanding of the College’s expectations for peer to peer respect for difference. This was piloted in fall of 2013. The session involved an alumnus who shared his experience at Le Moyne via a video and discussion. In addition, on September 11th speaker Dr. Maura Cullen educated an auditorium full of first year students on diversity, acceptance and inclusion. A small committee has been formed to examine our goals to introduce diversity and inclusion to incoming students, and greater progress is expected in upcoming programming.

Diversity and Inclusion is a regular topic during the August training program for Resident Advisors. There is opportunity to grow this training to other student employees and student leaders going forward.

In the Student Handbook, the hate crime policy was revised and re-written as a bias related incident policy.

C. Implement Diversity and Inclusion training across the campus for all students and employees. These will be live programs that will explain the meaning and impact of Diversity and Inclusion, reinforce the strong commitment of the College to Diversity and Inclusion, and give attendees practice in multicultural competencies.

UPDATE: CONTINUING PROGRESS
Several professional development opportunities have been offered for employees with invited outside speakers. These will continue to be offered and assessed going forward. Some examples include:

Collaborative workshop held by and for faculty around the webinar Students with Autism/Aspergers: Information for Faculty Dr. Jane Thierfeld Brown. Working with a group of faculty and other campus resource personnel, this was productive discussion about students on the autistic spectrum. This also led to discussions for a possible future topic around classroom management.

Professional Development was offered with Dr. Maura Cullen who met with professional staff and student leaders on the power of language in developing an inclusive community.

Dr. Sonel Shropshire, President of the Academic Network, spoke to students, faculty and staff in 2012 and Le Moyne graduate Todd Corley, Vice President of Diversity for Abercrombie and Fitch, presented to the campus community in 2013.

A campus climate survey targeted at attitudes regarding diversity and inclusion has been deferred until the 2014-15 academic year.

Sodexo requires yearly training/refresh on Diversity and Inclusion as well as EEO.

D. Once training and orientation are launched, continue established orientation programs for all new students and employees and continue to offer programming for current students and employees.

UPDATE: CONTINUING PROGRESS
Several diversity and inclusion signature programs are offered throughout the year, and strengthened celebration of diversity theme months are in progress. Leadership training for members of student cultural clubs and organizations continues to be enhanced.

STRATEGIC INITIATIVE 5:3
Expand Diversity and Inclusion concepts and practices across all campus activities and events.

TACTICS
A. Highlight Diversity and Inclusion through service learning, study abroad opportunities, service immersion experiences and academic programming, emphasizing diversity as a core competency for life and work in a globalized world.
**UPDATE: CONTINUING PROGRESS**

The Core Curriculum now has a diversity and inclusion requirement, and CORE 400 options include community-based engagement such as service learning. Reflections on service immersion, study abroad and other co-curricular experiences regularly include diversity and inclusion discussions to build participants’ global competency.

Service and community engagement throughout the year involve lessons of diversity and inclusion. Syracuse is one of only 60 refugee resettlement cities in the United States. Several of our community partners focus on serving the refugee community which provides our students with insight into the resilience and endurance of people who have been uprooted by violence and persecution in their homelands. Our work with the Catholic Charities Refugee Resettlement Program, Interfaith Works Center for New Americans Refugee Resettlement Program, and Northside Learning Center exposes students to families from a wide range of countries including: Bhutan, Burma, Congo, Sudan, Iraq and Cuba.

There is continuous work to support and enhance study abroad opportunities for our students including maintaining current partnerships and exploring new ones specifically with other Jesuit institutions. Staff attended the AJCU International Education conference and learned about best practices in study abroad in order to make strategic changes moving forward that will have a positive impact on our programs and on the number of students who study abroad.

The College signed on to IIE's "Generation Study Abroad Commitment" thereby committing to actively work to significantly increase the number of students who study abroad within the next 6 years.

B. Collaborate with Mission and Identity, Human Resources, Student Development and other departments and divisions to ensure that students are exposed to effective Diversity and Inclusion practices across residential and dining experiences, arts and athletics, etc.

**UPDATE: CONTINUING PROGRESS**

Residence hall staff lead the planning of annual diversity inclusion weeks including *You are Not Alone* and *Enough is Enough* Weeks. They lead collaborative efforts across the campus to ensure messages of “I need your difference” are incorporated into programming.

The dining hall renovations allowed for greater food diversity in selection. The restaurant collection attempts to expose students to a variety of cultural food options particularly at Magellan. Sodexo hosts multicultural food events in La Casse throughout the year. Special nights focus on Hispanic Heritage, Native American Culture, Black History and Women's rights. The standard menu in La Casse features a variety of ethnic dishes for students to try throughout the year. This year the Dolphin Den offered a variety of ethnic specialty dishes. Months focused on North American, South America, European and Asian.

Collaboration with Academic Affairs, Mission and Identity, Student Development and Bethany Baptist Church (Community partner) presented the Fisk Jubilee Singers. This group is from Fisk University in Nashville, TN and is an HBCU. Funds from the program went to the Matt Shaw Fund which will be used to support student academic enrichment opportunities.

**STRATEGIC INITIATIVE 5:4**

Develop a campus-wide approach to Diversity and Inclusion.

**TACTICS**

A. Appoint a point person(s) for Diversity and Inclusion initiatives, to coordinate efforts between Academic Affairs and Student Development and other departments and divisions across campus.

**UPDATE: ACCOMPLISHED**
Dr. Ludger Viefhues-Bailey was appointed as Assistant to the Provost for Diversity, Inclusion and Social Justice in spring of 2013. Dr. Viefhues-Bailey, along with Vice President for Student Development Dr. Deborah Cady Melzer, co-chair the Diversity and Inclusion Team, which is made up of 22 members of the campus community representing every division of the College whose charge is to coordinate, collaborate and assess programmatic efforts across the campus.

B. Continue to provide programming related to Diversity and Inclusion across campus and oriented toward the public.

**UPDATE: CONTINUING PROGRESS**
Several signature programs are offered throughout the year during *You Are Not Alone* Week, Martin Luther King, Jr. Celebration and *Enough is Enough* Week. In addition, new collaborations occur to provide other one-time opportunities, for example, the STRIVE Summer program.

The first year of STRIVE (Stepping, Toward, Real Life, Independence, and Vocational, Excellence) was successfully completed in summer 2013. A total of 16 high school students who are legally blind and visually impaired participated in the four-week program. This effort required a significant amount of collaboration with the offices of campus life and leadership, security, physical plant, IT, registrar's office, dining services, and the library. This is a joint collaboration with our community partner, Aurora of Central New York, who is the lead on this grant funded project. Funding for this grant is provided by the New York State Commission for the Blind. STRIVE is preparing for the start of its second year of the five-year program.

C. Create a coordinated approach to promote, publicize and celebrate diversity on campus and in the community

**UPDATE: CONTINUING PROGRESS**
Theme weeks such as *Enough is Enough* and *You are Not Alone* are designed to focus student clubs and organization programming efforts around diversity and inclusion. In addition, faculty programming and lecture series such as the 50th Anniversary of the Assassination of Dr. Martin Luther King, Jr.; The Anniversary of Title IX and other notable events work toward educating our community on diversity and inclusion.

D. Proactively seek ways, as a College and as a community, to support diverse students and employees.

**UPDATE: CONTINUING PROGRESS**
Several programs particularly HEOP, AHANA and CSTEP work to support diverse students in their academic, social and spiritual pursuits. Regular events like the weekly Friday CSTEP program provide opportunities for diverse student groups to gather for support and professional development.

Greater work and opportunities need to be developed to support diverse employees. A model to review might be the women’s leadership forum which supports and provides professional development for women employees. This model might be expanded or replicated as a way to support employees of color.

**STRATEGIC INITIATIVE 5:5**
Increase alliances and partnerships, both locally and globally.

**TACTICS**

A. Create a centralized Web site to coordinate and categorize information on all of Le Moyne’s community partners and projects (local, international, research, service, grants, etc.), with links to the Le Moyne College Magazine, *The Dolphin*, *Echo*, etc. Seek multiple means to promote awareness about Le Moyne’s achievements in this regard, in connection with priority number six.

**UPDATE: DELAYED**
An entire campus effort on Marketing and the website is in progress. As the marketing team develops the new website, a centralized page particularly for international student recruitment is being developed.

Le Moyne’s partnership with Sodexo continues to flourish. The company was recently named #2 on Diversity Inc's top companies list and has been listed in the top two for the past five years.

B. Prioritize strategic projects and relationships with the external community (e.g., L.I.F.T.), and in service to local, regional, national and international partners.

**UPDATE: CONTINUING PROGRESS**

Hired staff at the Plaza to develop programming efforts and outreach to integrate the community and the campus.

Suspended the notion of L.I.F.T. at this time.

In addition, several collaborations with community efforts have occurred. For example, the College collaborated with the Learning Disabilities Association of Central New York and the College’s Education Department, along with the Education Club. The Learning Disabilities Association of Central New York approached the College about hosting a teacher workshop on campus around the topic of "Stress! Why kids with ADHD and LD Hate School and what we can do about it." Students within the education concentration and the College community had the rare opportunity to participate in this professional development activity alongside professionals working in the field. 10% of the participants in the workshop were students from Le Moyne College. Several other examples of faculty efforts, research, and community engagement exist that have also worked to achieve this goal.

C. Set and monitor goals to increase the number of international students on campus as well as participation rates in study abroad programs, while deepening our already established global relationships with partnering institutions of higher education. Investigate faculty exchange programs.

**UPDATE: CONTINUING PROGRESS**

The College recently added a Director of Global Education who will begin August 1, 2014. This is a combined administrative leadership and faculty position which will promote greater opportunities for attracting international students. This individual will work in recruiting and compliance and will collaborate with the Office of Academic Advising and Support in enhancing international student orientation and academic year programming. This individual will also work closely with faculty colleagues in developing new opportunities for international student recruitment.

The College began an International Student Workgroup, and that group will continue to have conversations to enhance the experiences of international students at Le Moyne. One such initiative spearheaded by this group has been the launch of PeerTransfer, a web-based product to allow individuals living outside the US to more easily conduct a bank transfer for payment of college expenses. In addition, the College is bringing in a large number of study abroad students for the fall 2014 semester.

Several outreach efforts in Turkey, China and India have begun. The College is investigating ways to enhance the college's partnership with ESADE in Barcelona, Spain including the possibility of faculty exchange.

D. Take a leadership role in solving key issues in the community: host community fora (on campus and in the community in cooperation with civic leaders) on critical topics, engage faculty expertise and contribute to demonstrable change.

**UPDATE: CONTINUING PROGRESS**

Faculty are regularly involved with community organizations including for profit, non-profit and government to promote sustainable change. One such example is around literacy. The College has sought to take a leadership role in solving key issues in the community through our work with the Literacy Coalition of Onondaga County. In addition to serving as a resource to organizations and community
groups striving to implement literacy programming, we have been the host of the coalition’s Measurement Action Team (MAT). In recent years this has included monthly meetings on campus in which civic leaders from a wide variety of education, non-profit and philanthropic institutions come together to discern through data both the community’s biggest needs and how best to measure our progress toward addressing them. In part due to our MAT research, published in the journals *Reading Psychology* and the *Early Childhood Education Journal*, and a grant from the Sociological Initiatives Foundation, the coalition has decided to expand the Imagination Library Program city wide.

Other examples include housing the Family Business Center in the Madden School, conducting and hosting conferences, writing op-ed pieces in the *Post Standard* and providing faculty and staff expertise to community organizations for professional development.
PRIORITY SIX

*Updates compiled primarily by Mary Cotter, Vice President for Institutional Advancement*

ACHIEVE A NATIONAL REPUTATION FOR EXCELLENCE IN JESUIT EDUCATION

Le Moyne College’s approach to higher education is distinctive and urgently needed in contemporary society. While our work is uniquely grounded in the Central New York region, we also belong to important transnational networks. Our impact is broad and growing all the time. We have numerous state, national and international partnerships and our thousands of alumni span the globe. Le Moyne’s achievements are notable; they deserve to be articulated proudly and heralded widely. Doing so sustains our proud history, promotes our mission and ensures our future success.

STRATEGIC INITIATIVE 6:1
The OneLeMoyne Marketing and Promotion Team will cooperate across all College divisions to promote the College and its mission-centered image through consistent marketing, as well as undertaking regular assessment of the higher education market and of prospective students’ perceptions of Le Moyne and their receptivity to our message.

TACTICS

A. Use a full range of print, posters and information centers, social media, Web, interactive displays with touch screen kiosks, and digital interactive screens.

**UPDATE: IN PROGRESS**
Worked with Enrollment Management to provide key message platform on the success of our students, student activities and future outcomes to prospective students.

B. Provide marketing and promotional support for key initiatives across the College.

**UPDATE: ACCOMPLISHED AND CONTINUING PROGRESS**
During the 2013-2014 fiscal year, Marketing and Communications completed 326 projects across all campus units and partnered with Enrollment Management to promote the diversity and strength of the Le Moyne experience to prospective students and their parents.

C. Integrate data on higher education market trends into our methods and practices.

**UPDATE: IN PROGRESS**
Worked with international marketing research firm to conduct initial baseline research for strategic brand and positioning initiative. Research included attribute perception research, message testing, competitive analysis and perceptual mapping.

STRATEGIC INITIATIVE 6:2
Increase local, national and international visibility of Le Moyne College.

TACTICS

A. Build a dynamic and proactive media outreach program, using traditional and emerging multimedia platforms to promote Le Moyne’s multiple forms of excellence and achievements, reinforcing Le Moyne’s distinctiveness and identity.

**UPDATE: IN PROGRESS**
Working with internationally recognized digital agency to assist in brand development and a complete rethinking of our website and social media presence.
Selectively advertised in key national markets to effectively promote Le Moyne College in a cost effective manner. Media purchases included Times Square video board, *USA Today* full-page ad in Science tabloid and International Business publication.

Coordinated all communications and PR efforts surrounding announcement of Linda LeMura as next president; included in the extensive coverage were stories in the *Washington Post, Huffington Post, America* Magazine, Catholic News Service, Religion News Service and *Inside Higher Ed*, in addition to regional coverage in all Central New York media outlets.

B. Collaborate with other Jesuit colleges in order to enhance the Jesuit mission and identity (e.g., through JesuitNet, student recruitment fairs, athletics and promotion of activities relating to Mission and Identity).

**UPDATE: IN PROGRESS**

C. Institute broad-based involvement in community programming to span educational, cultural, spiritual and athletic activities. Promote the College’s physical and educational assets.

**UPDATE: IN PROGRESS**

Conveyed the diversity of the Le Moyne College community through weekly features on our homepage, of our work and commitment to diverse values, all driven by a strong belief that God is present in all things.

D. Develop a Le Moyne brand identity guide for standardizing marketing materials around the Integrated Marketing strategic positioning plan.

**UPDATE: IN PROGRESS**

Working with expert in visual identity and typefaces to review Le Moyne’s logo and word-mark and make recommendations for consistent approach to identity on both a primary and secondary level.

**STRATEGIC INITIATIVE 6:3**

Highlight Le Moyne’s excellence in academics, arts, athletics, and leadership in national and international markets, as well as internally.

**TACTICS**

A. Design well-appointed and meaningful campus branding efforts to support the OneLeMoyne strategic priorities and goals across divisions. Efforts should include campus signage and décor as promotional and informational.

**UPDATE: IN PROGRESS**

Published “Five Transformative Years,” a four-volume publication that chronicled the key initiatives and advancements made by the College in four areas – building bricks, developing minds, enduring values, and successful outcomes. The publication was sent to a variety of audiences, including the leadership of other colleges and universities throughout the northeast.

B. Develop campus-wide strategies to enhance communications among departments and divisions through better coordination and integration of efforts, as well as to engage constituents with a direct relationship to Le Moyne College.

**UPDATE: IN PROGRESS**

Completed a Le Moyne College marketing plan for the 2014-2016 fiscal years. Marketing plan includes objectives and measurements, brand platform and strategy, audience research and target positioning, internal branding tactics, state and regional tactics and specific plans for key units on campus.

C. Develop skills and networks that facilitate national and international marketing.

**UPDATE: IN PROGRESS**
Have continued to enhance the web homepage to more effectively use space and focus on key faculty and student achievements.

**STRATEGIC INITIATIVE 6:4**
Actively enlist the Le Moyne campus community and its stakeholders in disseminating accurate, positive information about the College, while providing support to all staff directly responsible for promotion and marketing.

**TACTICS**

A. Assign staff to coordinate the College’s marketing strategies.

**UPDATE: IN PROGRESS**
Currently in the process of evaluating marketing and communications organizational structure to position resources in the most effective and efficient manner necessary to reach the strategic objectives conveyed in the OneLeMoyne Strategic Plan.

Conducted training of key clients across campus on the new project management system for all marketing and communications projects. The system will assist in project tracking, scheduling, customer communications and resource tracking leading to improved customer service and efficient use of campus resources.

Implemented key marketing communications tools to assist campus communicators with developing a consistent and strategic approach to marketing communications. Tools included a marketing plan template, a creative brief and a marketing checklist.

B. Provide expertise and resources to the College’s various marketing representatives to support their departmental or divisional initiatives.

**UPDATE: IN PROGRESS**
Received key perception research report and conveyed findings to key audiences including the Board of Trustees and the senior administration. This data will be used to develop an internal communications plan for our internal audiences including faculty, staff and students.