

INTRODUCTION

This is the third annual Progress Report on the Centennial Strategic Plan 2006-2015. It details the progress made toward Strategic Plan goals and objectives enumerated in the Implementation Document accompanying the Plan. Although some of the goals and objectives are qualitative in nature, many have specific numerical targets and timelines associated with them. For those latter objectives, this report provides numerical data illustrating progress.

This Progress Report for 2008-09 is being presented to the Board of Trustees at its September 11, 2009, meeting and then will be distributed to the broader University community. This annual update is intended not only to underscore our aspirations, but also to help ensure that incremental progress will be made throughout the Centennial Decade, especially in the difficult economic environment we currently face. The goals are ambitious, but the process toward achieving them will reinforce to the entire SMU community the remarkable potential that exists for the University.

The annual Progress Report also enables the University to update the Plan as necessary to address emerging needs and opportunities.

GOAL ONE: TO ENHANCE THE ACADEMIC QUALITY AND REPUTATION OF THE UNIVERSITY

The stature of a university is measured by the quality of its faculty, staff, students, libraries, and other facilities. These are—and always will be—the primary areas where qualitative growth and development are essential. For SMU to fulfill its goal of becoming one of the nation’s finest educational institutions, additional distinguished faculty appointments must be made at the senior and junior ranks. A concomitant rise in the academic profile of our students is equally important. Both of these elements will require additional endowments for the University to make permanent progress.

To secure needed resources, the Division of Development and External Affairs supported the public launch of SMU Unbridled: The Second Century Campaign through the organization of volunteer committees, cultivation, marketing communications, kick-off activities, and regional events. The quiet phase and first year of the public phase concluded with over \$375 million in gifts and pledges supporting numerous academic advancements. These include the newly endowed Annette Caldwell Simmons School of Education and Human Development and newly named Bobby B. Lyle School of Engineering; the Roy M. Huffington Department of Earth Sciences in Dedman College; 10 endowed academic institutes, centers, and initiatives; 11 endowed faculty positions; 182 endowed scholarships; and 10 new or renovated facilities. SMU received over \$103 million in cash contributions in FY08-09, the most received in any year in its history.

GOAL ONE OBJECTIVES

OBJECTIVE ONE: Recruitment and appointment of distinguished faculty in the senior ranks and gifted scholars/researchers/creative artists in the junior ranks

During 2008-09 The Second Century Campaign added three new endowed faculty positions, bringing SMU's total to 73. One is in the Cox School of Business and two in the Lyle School of Engineering. In addition, SMU appointed two new University Distinguished Professors from among the current faculty—one in the Dedman School of Law and the other in the Meadows School of the Arts—bringing the total to seven.

Across the University, SMU hired 31 tenured and tenure-track faculty in the most recent academic year. Six of these are full professors with tenure. They include the Bobby B. Lyle Endowed Professorship of Leadership and Global Entrepreneurship, the Betty Clements Chair of Applied Mathematics in Dedman College, a professor of World Christianities and Mission Studies in Perkins School of Theology, the chair of the Division of Art in Meadows School of the Arts, and the chair of the Department of Chemistry in Dedman College.

SMU also hired two associate professors with tenure and one without tenure, along with 22 tenure-track assistant professors. The dean of Dedman College resigned at the end of the academic year, and the newly appointed associate dean became dean *ad interim*. A search committee has been formed to identify candidates for the deanship.

OBJECTIVE TWO: Development, evaluation, and retention of a diverse faculty through competitive compensation, an environment conducive to teaching and research, externally funded support, and effective annual performance review

The Office of Human Resources and Business Services (HRBS) initiated the EMERITI retiree healthcare program, creative wellness screening programs, Roth investment option, online benefits enrollment, and a new software module providing total compensation statements. It also offered new benefit enrollment for long-term care and new policies and

procedures to streamline staff recruitment and selection. HRBS also sponsored Financial Health Day with information on the current economy.

New or upgraded academic facilities include the Caruth Building, in progress for the Lyle School of Engineering, as well as Prothro Hall and renovations in Perkins School of Theology. In Dedman College, renovations were made to enhance research environments, including a new research suite in Expressway Tower for the Department of Psychology, a refitted biology lab in Dedman Life Sciences for a new faculty member in biology, and a new graduate seminar and math library for the Mathematics Department. The Office of Information Technology renovated the Academic Computing Services Media Lab as a new faculty-only technology facility.

Faculty development initiatives also include access to ongoing professional training. Several full-time Cox faculty participated in executive education, validating the importance of an income supplement that assists in attracting and retaining faculty. The Lyle School of Engineering sent the chair of the Electrical Engineering Department to the Harvard Leadership Development Program and hosted a six-week seminar on leadership for faculty, staff, and students.

Several faculty achieved national and international honors. In Dedman College, a distinguished professor in anthropology was elected to the National Academy of Sciences, and an assistant professor in chemistry received the National Science Foundation Young Investigator Award. A senior faculty member in the Perkins School of Theology was chosen to lead an international team of scholars exploring the nature of the human mind. In the Dedman School of Law, a faculty member was named a Fulbright Senior Specialist in Energy Law at the University of Alberta, and another was awarded a Fulbright Scholar grant

to develop curriculum for a major in intellectual property law at the Vietnam National University Faculty of Law.

With the assistance of the Office of National Fellowships and Awards in the Office of the Provost, seven SMU faculty members received Sam Taylor Research Fellowships.

Other faculty honors include: Congressional Fellowship for the American Political Science Association; Piper Statewide Faculty/Teaching Award; National Faculty Award for contributions to Graduate Liberal Studies Programs; Franklin Research Grant from the American Philosophical Society; Browne Award for work in popular and American culture; Wabash Summer Fellowship; and Fellowship to attend the Wye Seminar, Aspen Institute.

With the help of the director of institutional research in the Provost's Office, the Faculty Senate reviewed salary data by school, rank, and ethnicity to assess our ability to retain a diverse and distinguished faculty. The Faculty Senate is working with the provost to develop a new policy on academic titles that will allow SMU to appoint highly qualified scientists, professionals, artists, and others to occupy research and teaching positions.

Regarding faculty compensation, the following table reflects the overall status of faculty salaries as of the beginning of the 2008 academic year. Although based upon comparisons of academic quality, SMU average salaries would be predicted to fall between Aspirational and Cohort Schools; salaries for assistant professors are above both groups, suggesting that the quality of new hires at entry levels should be top quality.

Average Faculty Salary, Fall 2008: SMU, Aspirational Schools, and Cohort Schools					
	SMU	Aspirational Schools	Cohort Schools	SMU percent of	
				Aspirational Schools	Cohort Schools
Professor	\$127,510	\$134,675	\$121,125	94.7	105.3
Associate Professor	\$88,827	\$91,925	\$86,900	96.6	102.2
Assistant Professor	\$82,885	\$78,558	\$72,183	105.5	114.8

In contrast, SMU salaries for full-time, non-tenure-track instructional faculty in the Department of English and the Department of Foreign Languages and Literatures (lecturers) are significantly below comparable positions in the DFW area. The provost provided funds to increase these salaries, but more resources are needed.

As SMU continues in its efforts to be fair and competitive, yearly salary adjustments across the faculty are made based on performance, with attention to equity within ranks and across protected class categories. This year the overall salary pool increased three percent, despite outside economic pressures that could have precluded this. In addition, dollars were allocated for salary adjustments for 17 faculty for equity reasons.

To ensure that faculty pay increases are consistent and fairly determined, the process begins with decisions within each department and school, followed by review by the provost. To streamline the performance review process, the Lyle School of Engineering, Perkins School of Theology, Simmons School of Education and Human Development, Meadows School of the Arts, and Cox School of Business began using an online system for collecting faculty

activity reports. Many tenured and tenure-track faculty participated in at least one national or international conference in their area of expertise.

To further faculty development, the provost's annual retreat with department and division heads focused on the hiring process, responsible conduct of research, general education review, retention efforts, managing tough faculty issues, and progress made in meeting recommendations of the President's Task Force on Substance Abuse Prevention.

OBJECTIVE THREE: Enhancement of the University's ability to recruit, retain, and graduate academically gifted and creative students

A special spring marketing campaign to encourage paid deposits by May 1 was launched by the Division of Development and External Affairs (DEA) and the Office of Undergraduate Admission. This effort increased our regular communication throughout the recruitment cycle and doubled the number of communications to admitted students.

During FY09, DEA secured scholarship funding to support school-focused, undergraduate merit scholarships. A program to offer additional Cox Scholarships to potential BBA Scholars resulted in enrollment of a group of students with an average SAT of 1430. This represents a 75-point gain in average SAT score over those students who received the BBA scholarship only, thus demonstrating and emphasizing the recruitment impact of scholarship funding. Similar results were observed for the Meadows Scholars Program, established in FY08. The Second Century Campaign secured support for seven new endowed scholarships in 2008-09. Development and External Affairs also produced the Tate Lecture Series, bringing 10 speakers for eight lectures to more than 20,000 members of the community and providing support for the President's Scholars Program.

Since FY05 the University has allocated an additional \$14.3 million to the centrally administered financial aid budget (46 percent increase). Details are illustrated below:

	2005	2006	2007	2008	2009	2010
Budget	\$31,086,500	\$32,685,868	\$35,444,868	\$37,439,169	\$39,926,276	\$45,399,361
Increase		\$1,599,368	\$2,759,000	\$1,994,301	\$2,487,107	\$5,413,085
% Increase		5.1	8.4	5.6	6.6	

To support enrollment goals, undergraduate merit scholarship spending for the 2008-09 year increased 18 percent from the previous year.

Undergraduate student enrollment moved in a positive direction:

- SMU's applicant pool for fall 2008 was 8,818, up from 8,696 for fall 2007 (goals are 10,000 by 2010 and 12,000 by 2015).
- The acceptance rate of undergraduate applicants decreased from 50.1 percent for fall 2007 to 49.7 percent for fall 2008. This is well on the way toward meeting the 2015 goal of an acceptance rate of under 50 percent. The fall 2008 SAT mean was 1241, up from 1230 in fall 2007. Future goals are 1250 by 2010 and 1275 to 1300 by 2015.
- The first-year retention rate was 88.8 percent, up from 88.6 percent in 2007-08, moving toward 90 percent by 2010.
- The six-year graduation rate (standard for reporting across universities) increased in the 2008-09 academic year to 76.6 percent from 74.3 percent the previous year. The goal is to reach 75 percent by 2015.

Although undergraduate summer school enrollment head count decreased slightly, from 2,449 in 2008 to 2,397 in 2009, the number of credit hours taken increased from 14,092 to 14,158.

In line with enrollment objectives, the Faculty Senate passed a resolution supporting an increased number of transfer hours allowed. This will support students returning to SMU after a leave of absence and will facilitate student participation in international programs.

The Bobby B. Lyle School of Engineering continues to increase enrollment, with a first-year class of 215 in 2008-09, up from 174 in 2007-08, and an average SAT in 2008-09 of 1281 (1245 in 2007-08). As further elaborated in Objective Eight of Goal One, the Lyle School hosts numerous K-12 community outreach programs that have a direct and positive effect on undergraduate enrollment.

The Annette Caldwell Simmons School of Education and Human Development collaborated with two foundations to develop summer college readiness programs at SMU to complement the Upward Bound program. The School collaborated with the Foundation for the Education of Young Women and Irma Rangel School to sponsor “Girls Talk Back,” a camp focusing on written and oral communication. To help attract additional undergraduates to SMU, the Annette Caldwell Simmons School is providing new research opportunities in applied physiology.

In fall 2009 Meadows School of the Arts welcomed its second class of 11 Meadows Scholars, with an average SAT of 1434. A special yield event for this group was held at the home of an SMU trustee. Fundraising for this program during AY08-09 yielded 11 new four-year scholarships and two fully endowed scholarships. Universitywide student

recruitment has been aided by SMU's reinstatement of its debate program, sponsored by Meadows and open to students throughout campus.

Dedman College inaugurated the Dedman Scholars program this fall as a result of donor gifts to support the program's first three students. Working with the Faculty Senate and the Provost's Office, Dedman College implemented new policies regarding probation, suspension, and dismissal. Two Dedman recruiters were hired and will launch the Dedman Ambassadors program to equip students to recruit others. Another important event for outreach to outstanding students was the University's co-sponsorship of the Dallas Regional Science and Engineering Fair. In addition to participating in the judging, SMU hosted the awards banquet, which brought more than 400 students, teachers, and parents to campus.

In the Dedman School of Law, the median LSAT and undergraduate GPA for the full-time program (2008-09) was the highest ever, at 164 (the 90.5 percentile) and 3.78, respectively; and 159 (the 78.1 percentile) and 3.57 for the part-time evening program. Selectivity has improved, with the percentage of applicants admitted to the full-time program moving from 45 percent (1999) to 23.4 percent (2008); 25.4 percent of applicants were admitted to the part-time evening program. The SMU Pre-Law Scholars Program has been initiated, enabling highly qualified SMU undergraduates to secure admission to the Dedman School of Law. These students receive access to an exclusive Pre-Law Scholars class, invitations to Law School events, mentoring from current Dedman law students, and other benefits.

The Office of Human Resources and Business Services (HRBS) operates a Student Advisory Board to give students practical experience in business matters. SMU's ongoing business continuity activities are directed toward sustaining academic operations despite any natural or man-made emergencies. Professional staff updated and tested procedures for

response and recovery from emergencies and disasters. HRBS also partnered with the Cox School of Business and the Bobby B. Lyle School of Engineering to hire talented student interns into the department, boosting their competitiveness in the professional workplace.

The Office of Information Technology added 40 terabytes of high-performance storage for the Data Center to support campuswide applications; made the Open Student Television Network accessible; and upgraded e-mail services available to all faculty, staff, and students with features such as mobile access, larger storage quota per mailbox, and enhanced security, including more robust anti-spam filtering.

SMU Athletics continues to recruit student-athletes who can excel not only on the field, but also in the classroom. Forty-six SMU student-athletes earned Conference USA Commissioner's Academic Medals during 2008-09; each achieved a cumulative GPA of 3.75 or better. Those recognized represent an increase of almost 25 percent for SMU, which had 37 medal winners a year ago. In addition, 209 SMU student-athletes were named to the Commissioner's Honor Roll during 2008-09 for maintaining a cumulative GPA of 3.0 or better. This number represents almost one-half of our student-athlete population.

OBJECTIVE FOUR: Recruitment and retention of staff who are competent and professional

In the current challenging economic environment, only critical staff positions are being filled. Each request to fill a staff position is reviewed by the appropriate vice president and the president.

The Cox School of Business recruited a new director of BBA Advising and Records and a new counselor in BBA Career Services. The Simmons School of Education and Human Development hired nine new staff members, including an assistant director of the Counseling Center. In that school, the Department of Dispute Resolution and Counseling began a regular staff seminar series on moral, social, and political issues affecting the mental health of contemporary society. Meadows School of the Arts hired 11 new staff members. The School's academic and staff leadership completed SMU's Human Resources/Advanced Performance Management training sessions. Dedman College hired new staff members for degree counseling and student recruitment. The Lyle School of Engineering hired an associate dean for strategic planning and finance and an assistant dean for development and communications. Lyle continues to require 20 hours of professional development for all faculty and staff. The Division of Development and External Affairs instituted a staff training program to increase cross-disciplinary skills and understanding among staff in its different units.

OBJECTIVE FIVE: Strengthening of the University library system as the heart of academic excellence

Central University Libraries (CUL) completed its new strategic plan titled "Unbooked & Unbound: Central University Libraries for the Second Century." In addition, an analysis of space needs is being prepared by Ira Fink and Associates; and a feasibility study, conceptual design, and preliminary cost estimate will be prepared. The Office of Information Technology assisted CUL with the implementation of a digital collection management application, thereby allowing for online viewing of digital images; upgraded storage for library digital collections; and assisted with the evaluation and consideration of federated collection sharing. More than 6,000 images were added to digital collections.

The SMU Libraries added approximately 30,000 volumes, bringing the total volume count to more than three million. In terms of periodicals, CUL continues to cancel print subscriptions and add online resources.

Major gifts to the DeGolyer Library included books, periodicals, posters, and ephemera on Theodore Roosevelt, plus \$100,000 to support this collection from the Doris A. and Lawrence H. Budner Endowment Fund. Other gifts are Tom Taylor's collection on early Texas ornithology, papers of Caroline Rose Hunt, and the final installment of the archives of Texas Instruments, including the papers of recently deceased CEO (and SMU alumnus) Mark Shepherd. The "Remember the Ladies" campaign, benefiting the Archives of the Women of the Southwest in DeGolyer Library, reached \$600,000 toward its \$1 million goal to endow an archivist position.

Central University Libraries continued to expand the Fondren Library Center Information Commons by relocating 5,000 print reference titles, adding facilities for laptop study, and adding flat screen signage. The Student Multimedia Center celebrated its first full year of operation; 50 percent of the use was by Dedman College students and more than 25 percent was by Meadows students.

With support of the Faculty Senate, the provost made a one-time adjustment of \$130,000 to the acquisitions budget of the CUL. The Provost's Office provided additional funds (\$45,000) to purchase state-of-the-art scanning equipment for use in the Hamon Arts Library and the Interlibrary Loan Office, as well as to support technology maintenance.

The Cox Business Information Center implemented the first phase of a BBA Information Literacy Program. In Dedman College, the English Department supported the purchase of

major electronic archives. The Simmons School of Education and Human Development contributed over \$5,000 for additional scholarly publications.

OBJECTIVE SIX: Fostering an open, collaborative, diverse community

The Office of the Provost and the Office of Institutional Access and Equity issued new guidelines on the process for hiring faculty across the University. The new process emphasizes existing requirements that all searches must be advertised widely and include appropriate outlets targeting underrepresented groups. All search committees are expected to include women and minority representation.

Examples of the increasing gender and ethnic diversity at SMU include the hiring for fall 2009 of six women in Dedman College, one of whom is the chair of chemistry and another is SMU's first female assistant professor in physics. Another assistant professor hired in Dedman College is Hispanic. Perkins School of Theology hired a senior-level Latino professor. In the Dedman School of Law, two women, one of whom is African American, were hired. Meadows hired 10 new faculty in AY08-09, including three Asians, one African American, and one Hispanic; 50 percent are female. In the Lyle School of Engineering, one new assistant professor and another new associate professor are Asian.

Following is the makeup of the SMU community by race and ethnicity as of fall 2008.

Fall 2008 Students, Faculty, and Staff by Race/Ethnicity				
	Undergraduate	Graduate/Professional	Faculty	Staff
White	74%	65%	82%	73%
Black/African American	5%	7%	4%	11%
Hispanic/Latino/a	8%	7%	4%	11%
Asian/Other Pacific Islander	6%	7%	9%	3%
American Indian/Alaska Native	1%	1%	0%	1%
Unknown/Not Specified	1%	1%	0%	0%
Non-US Residents	6%	13%	1%	1%

Due to rounding, percentages may not equal 100 percent.

In the Dedman School of Law, the percentage of minority students in the 2008 entering class increased to 22.5 percent. For the preceding 10 years, the figure was 17.7 percent. The School of Engineering continues to have one of the highest proportions of female engineering students in the country (33 percent). In the 2008-09 academic year, 32 percent of SMU's student-athletes were minorities, compared to 20 percent in the overall student body.

SMU also strives to increase diversity in terms of expanding academic interests. A new environmental studies major in Dedman College was successfully launched with participating faculty from several departments. The Office of Facilities Management and Sustainability provides support to the Lyle School of Engineering and Geothermal Lab in

Dedman College and has been collaborating with Lyle to develop a project management certificate program.

Students, faculty, and staff of both the Lyle School of Engineering and the Meadows School of the Arts organized and attended a night at the Dallas Museum of Art to discover what engineers and artists have in common. Working with the Lyle School's Center for Engineering Leadership, the Electrical Engineering Department followed the Cox School's model to form a program in which business executives mentor EE students.

The Offices of the Provost and Vice President for Student Affairs created the Community Engagement Council to coordinate efforts among the schools to enhance SMU's engagement with the diverse community of the metroplex. Ethnic and gender diversity groups within the schools work with the Committee on Minority Enrollment as well as the Community Engagement Council to develop policies and practices targeting increased recruitment and retention of underrepresented populations.

The Simmons School of Education is working in collaboration with the Resource Center of Dallas to provide training on gay, lesbian, bisexual, and transgender issues for the School's faculty and staff and to provide counseling for members of the community.

The dean of the Cox School of Business is a member of the National Diversity Advisory Group with nine other representatives from the top 20 business schools and one historically black college. Cox also hosted the Resource Center of Dallas Job Expo, with 300 attendees and 40 companies participating.

The Cox School's Marketing Department developed a diversity marketing course. The Cox BBA Admissions Office works to expand the visibility of Cox and SMU among

prospective minority students by sponsoring numerous campus events, including, for example, Uplift Academy orientations for four local charter schools and the National Black MBA Association's Accounting Careers Awareness Program. The Texas Diversity Council recently named Cox as Diversity Champion of the year.

In the Meadows School of the Arts, the Brown Bag World Music Series brought several international musicians to campus from Russia, India, Mongolia, and Africa.

The Meadows fall and spring dance concerts celebrated the legacy of historic African-American dance. In addition, the Meadows School's Musical Memories Program provided nonprofit organizations with over 1,000 complimentary tickets to the 16th Annual Meadows at the Meyerson concert.

The Division of Corporate Communications and Public Affairs in Meadows hosted a week-long symposium, "Keeping the Faith: Civil Rights and Social Justice 45 Years After Freedom Summer," featuring participants of the 1964 Mississippi Freedom Summer Project and current civil rights advocates.

The newly relaunched SMU debate team participated in two debates with students from Wiley College, a historically black college in Marshall, Texas, that SMU had planned to debate in 1935. It would have been the first time a white school hosted a debate against a black college, but the debate was canceled. The Wiley debate team of that era was recently depicted in the popular movie "The Great Debaters."

In addition to several existing programs that focus on diversity, SMU has become more involved in activities that will create a more diverse future population of students and educated citizens. As discussed more fully in Objective Eight, those programs include the

Hispanic Youth Forum, the Physician and Scientists Training Program, and the Black Accountants Associate College Preparation Program.

OBJECTIVE SEVEN: Integration of the Legacy (now Plano) and Taos campuses, and additional facilities on the main campus as essential components of academic programming

The Master Plan for SMU-in-Taos was finalized in May 2009. Phase 1 construction began in October 2008 and was completed in July 2009. It included full renovation of six existing student casitas, partial renovation of four existing student casitas, one new student casita, installation of a fire alarm system for all student casitas, and installation of IT infrastructure for the entire campus. The new and fully renovated casitas will be designated LEED Silver. Human Resources and Business Services developed a new dining program at Taos to improve the campus experience.

The Friends-of-Taos program attracted \$141,283 in 2008-09, supporting student scholarships and course development initiatives for SMU faculty to create innovative courses for the SMU-in-Taos curriculum. Attendance at the three Taos summer academic sessions was 78 in May, 80 in June, and 79 in August. This enrollment has been consistent over the past several years. The SMU-in-Taos Cultural Institute in July attracted 155 adult students, including educators supported by the Highland Park ISD Foundation.

Other uses of the Taos campus included a summer internship program for Cox students, a PhD summer seminar sponsored by the English Department, and a Nuclear Physics and Society course offered by the Physics Department. In the Dedman School of Law, the Appellate Judges Educational Institute is considering a Judicial Academy that offers a certificate to judges who attend a week of classes at the Taos campus.

The SMU Board of Trustees approved a name change from “SMU-in-Legacy” to “SMU-in-Plano.” During the 2008-09 academic year, SMU-in-Plano offered 326 graduate course sections, nearly identical to the previous year. Student enrollment surpassed the 800 mark for the first time. The Cox School continues to offer the Professional MBA program on the Plano campus.

The first full-time director for SMU-in-Plano completed the nine-month Leadership Plano program, which helped foster stronger community and business relationships.

In addition to graduate programs in business, counseling, dispute resolution, education, engineering, and digital game development (The Guildhall @ SMU), SMU-in-Plano offered several noncredit Continuing Education courses through the Simmons School of Education and Human Development. Other successful summer programs include the Advanced Placement Institute, academic enhancement programs (K-12), and the Summer Youth Program, rated number one by LERN in 2008 as the largest summer camp offered by any U.S. four-year university, with more than 2,000 enrollments.

In August 2008, the Center for Family Counseling opened its state-of-the-art facility at SMU-in-Plano, providing valuable hands-on experience for Master’s students and expanding mental health services in Collin County.

The Plano facility continues to serve as a meeting site for business, community, and nonprofit groups located in and around the Legacy Business Park. Although total revenue decreased by about 20 percent in FY08-09 due to the turbulent economy, total bookings were down only slightly, to just below 1,000. PepsiCo/Frito Lay, JC Penney, and Dr Pepper/Snapple continued to be strong clients, but EDS/HP significantly reduced its bookings. A new “corporate meeting services” marketing plan and brochure have been

created to expand the client base. An SMU-in-Plano strategic plan is also under development.

The Office of Information Technology upgraded telecommunications for SMU-in-Plano and established the campus as the IT disaster recovery site by transitioning more IT infrastructure to the campus. Both the Taos and Plano campuses are covered by SMU's emergency plans as well as protocols specific to those locations.

OBJECTIVE EIGHT: Enhancement of the stature of the University as a result of academic programs that are organized for community outreach as well as SMU's own constituency

Through SMU's new Community Engagement Council, the University joined with the Dallas Faith Communities Coalition and the West Dallas Education Task Force to collaborate with residents and organizations to help promote excellent schools in West Dallas, both public and private. A number of SMU schools and other units are consulting with area nonprofits to determine how SMU can contribute toward this long-term effort.

The Lyle School of Engineering built upon its foundation of outreach activities for grades K-12 through the Infinity Project, which completed 13 three-week middle school modules; Visioneering, an innovative one-day engineering design experience attracting 1,100 middle school students; the Sally Ride Science Festival, involving girls, their parents, and teachers; and SMU Engineering Camp for Girls, offering hands-on team design projects and special tours of engineering facilities and projects. The Lyle School of Engineering also hosted its first Robotics Competition, attended by teams from all over the country and nationally televised. Students, staff, and faculty from the Lyle School and the Cox School joined forces to create 16 teams of entrepreneurs to participate in regional and national business

plan competitions. Lyle engineering graduate students provided technical ideas and validation while Cox MBA students provided financial and business acumen.

The Simmons School of Education and Human Development is the University partner of Teach for America and will offer Master's programs in teaching and educational leadership to Teach for America Corps members. In the Dedman School of Law, AT&T has agreed to provide several attorneys to mentor and supervise students working in the Law School's Small Business Clinic, providing free business services to needy organizations in the metroplex. In other activity, the Law School placed 55 students in externships with various agencies, businesses, and corporations, including Children's Medical Center, Dallas ISD Office of Legal Services, and the Federal Trade Commission.

The Maguire Center for Ethics and Public Responsibility and the Tower Center for Political Studies in Dedman College continued to address important issues from an academic perspective for the public and SMU community. Examples of Maguire Center programs during AY08-09 included a lecture on "Corporate Responsibility, Racial Redemption, and the Legacies and Lessons of Freedom Summer" and the North Texas Bioethics Network meeting on "Quality of Care and Clinical Trial Recruitment: System Ethics and Disparities in Access." Tower Center programs included a conference on "The Future of Conflict: Military Roles and Missions" and a lecture on "Faith-based Diplomacy: Bridging the Religious Divide," among others.

In emergency management, SMU collaborates with regional emergency responders, ranging from a consortium of North Texas universities/colleges, to the Red Cross, to special response units in the region or the city of Dallas. SMU hosted the Texas Instruments Emergency Seminar and the citywide Radiation Control Seminar, and partnered with Wells Fargo on a shared risk management student internship for summer 2009.

GOAL TWO: TO IMPROVE TEACHING AND LEARNING

For a university to be well-regarded by its wide range of stakeholders, an embedded value of the institution must be a deep commitment to its core mission of teaching and learning. This commitment occurs through formal processes such as program review, teaching evaluation, and assistance in the learning and practice of pedagogical advances. It also occurs through faculty involvement with students in and out of the classroom, laboratory, and studio, as well as through service activities throughout the community.

GOAL TWO OBJECTIVES

OBJECTIVE ONE: Enhancement of teaching and learning through curricula, pedagogies, programs, and methodologies informed by research, along with utilization of advanced technologies

To facilitate the use of technology in teaching, the Office of Information Technology (OIT) offered 92 training classes with 780 attendees. OIT implemented a secure universal storage system (Locker.SMU), making it easy to include external contacts. The Blackboard course management system was upgraded to enhance the teaching technology available to all faculty, resulting in an increase in Blackboard courses and users. Almost 100 projects were completed by the Student Technology Assistant in Residence program for over 980 total hours of service. OIT also completed indoor wireless coverage (now 100 percent) and increased wireless coverage to selected outdoor areas.

The Office of the Provost has launched planning and provided \$50,000 to develop interdisciplinary research (Goal Three, Objective Four) and educational programs in environmental studies and in assessing U.S. health care. Faculty groups have been formed

and charged with developing programs and/or position papers in these areas. In the case of environmental studies, the working group has made significant progress in defining specific goals, obtaining pledges for outside support, and announcing seed funding grants to initiate programs within the Environmental Center at SMU. The director of this program has met with external donors and groups and has visited with the Director of the Audubon Center in Dallas to explore internship opportunities and other areas of common interest.

Faculty of the Cox School of Business proposed a new major in risk management and insurance and implemented changes in the finance, marketing, and financial consulting majors. The Cox Executive Education group develops custom programs that tie educational experience to business problems and results. These changes facilitate modular, “spaced” learning that allows for on-the-job application of new ideas; ongoing feedback through peer accountability, executive sponsors, and formal coaching relationships; and study trips outside the United States.

The Annette Caldwell Simmons School of Education and Human Development established the Department of Applied Physiology and Wellness and the Department of Education Policy and Leadership. The Board of Trustees approved the faculty-developed Master’s degree in education policy and leadership and an undergraduate major in applied physiology and sports management. The Simmons School also established partnerships with the Neuhaus Center in Houston to offer a Master’s degree and reading specialist certificate to local teachers, and with the Dallas Arboretum to serve as exclusive university partner for the Children’s Discovery Garden. Also, a Center for Academic Progress and Success was created, which offers academic-support workshops taught by graduate education students and provides a curriculum informed by research performed by the School’s Institute for Reading Research.

In Meadows School of the Arts, all faculty are supplied with laptop computers, and majors are required to have a laptop. Meadows upgraded three dance studios and three theatre studios with technology designed to connect a laptop to the sound and video projection systems built into the room, identical to the system used in all Meadows classrooms. Two dance studios had new floors installed, and two theatre studios had their original hardwood floors refinished.

Also in Meadows, the newly approved Master of Arts in Advertising Program received 33 applications for the entering class of fall 2009; 20 students were offered admission and all accepted. The Division of Corporate Communications and Public Affairs now requires all majors to participate in three hours of a “competitive academic experience,” such as debate.

In Dedman College, the Physics Department developed a course on computational physics to reflect the changing technology and increasing emphasis on numerical calculations and simulations in scientific projects. The Mathematics Department developed a course that offers graduate students background in distributed memory computation.

Perkins School of Theology has completed its first major facilities renovation and construction in 50 years. The addition of Elizabeth Perkins Prothro Hall and the renovation of Kirby Hall and Selecman Hall provide the school with accessible facilities for all persons and the latest educational technology.

Through its Caruth Institute for Engineering Education, the Lyle School of Engineering and SMU have formed a relationship with Lockheed Martin Corporation to establish a Skunk Works® Lab at SMU as part of the engineering curriculum. Students will learn the Skunk Works® legendary process of extremely rapid innovation, design, and prototype development. The Lyle School reconfigured its mechanical engineering senior design

project to include aspects of strategic planning, cost control, peer reviews, performance appraisals, and customer response. The School launched new professional engineering education programs in environmental sustainability and corporate systems engineering.

The Faculty Senate Calendar Committee developed a five-year series of academic calendars to provide stability and predictability to the long-term planning process and to enable the most efficient scheduling of summer academic programs, conferences, camps, and symposia. The Faculty Senate Information Technology Committee has been working with OIT as it establishes a new top-level Universitywide committee enabling faculty to play a leading role in shaping information technology policy on campus.

OBJECTIVE TWO: Ongoing critical review of programs to ensure excellence through enhanced academic expectations and rigorous academic evaluation, accommodating new educational ventures and implementing discontinuance procedures for those inconsistent with the University's focus

Through the Program Review Process in the Office of the Provost, the Department of Biological Sciences was reviewed. To supplement the University's Program Review Process, Dedman College encourages departmental continuous review of programs. This year the Psychology Department completed a review of programs at both the undergraduate and graduate levels. In the process of seeking national accreditation, Psychology hosted a site visit by a group from the American Psychological Association.

The Meadows School Academic Policies Committee forwarded to the Provost's Office several curricular proposals, including a revised curriculum for the Artist Certificate in the Division of Music that would divide the program into two tiers—an entry-level program to

earn a Performer's Diploma and an elite program to earn an Artist's Diploma. Also proposed is a required BFA/thesis project in art.

In the Dedman School of Law a committee reviewed the part-time evening program. The consensus was that the program has been successful in its first five years, but that the School would continue to improve it.

OBJECTIVE THREE: Review of general education requirements and how they prepare SMU students for citizenship and leadership roles in an educated society

In fall 2008 the president and provost named a Universitywide committee to review the General Education Curriculum and propose changes if needed. The committee was co-chaired by an associate provost as well as the dean for general education and had representation from all undergraduate schools, Central University Libraries, Institutional Research, the Altshuler Learning Enhancement Center, and Residence Life and Student Housing. The committee gathered data from other colleges and universities; national organizations and agencies; and a wide representation of SMU faculty, staff, and students. In addition, the committee consulted the reports of the Task Force on Honors Programming and the Task Force on International Education (both submitted in April 2007). A final report with recommendations for a new University curriculum was submitted to the provost on April 25, 2009. The proposal calls for a period of course and program development by a number of committees across the University before implementation in fall 2011. Resources needed for the new curriculum will be sought.

OBJECTIVE FOUR: Enhancement of Honors Programs and Societies in graduate and undergraduate degree programs

The Office of the Provost created and maintains an honors web portal that gives information about all honors opportunities, including merit-based scholarship programs, undergraduate research, departmental honors, and other academic opportunities.

The University Honors Program provided additional enrichment experiences to its students, including a mentoring program, outside lectures, and luncheons, and sponsored and publicized honors activities. The Hilltop Honors Program expanded in participants and in housing by adding an additional floor of another residence hall.

Two of SMU's major merit scholarship programs expanded. The President's Scholars Program grew to matriculate 38 students in fall 2008. The Hunt Leadership Scholars Program expanded to include 25 first-year students. Both programs added faculty sponsors.

In the Annette Caldwell Simmons School of Education and Human Development, 39 students were inducted into Pi Lambda Theta, the national honor society. An SMU pre-service teacher won the Education Deans of Independent Colleges and Universities in Texas Award.

OBJECTIVE FIVE: Enhancement of academic expectations and the rigor of academic evaluation

Dedman College implemented a number of the academic recommendations of the President's Task Force on Substance Abuse Prevention, including attendance policies, comprehensive finals for all lower-level courses, and additional homework requirements. Consistent with University accreditation requirements, the Cox School has begun identifying expected learning outcomes for core undergraduate classes and testing to

determine progress toward goals. The Simmons School provided training for faculty in the Department of Counseling and Dispute Resolution on assessment toward academic objectives and developing writing rubrics for assignments in graduate courses. The Lyle School of Engineering implemented direct assessment of student performance using ABET accreditation-approved rubrics to measure students' understanding of specific aspects of the curriculum and identify individual strengths and weaknesses.

GOAL THREE: TO STRENGTHEN SCHOLARLY RESEARCH AND CREATIVE ACHIEVEMENT

The mission of distinguished universities includes both sharing and creating knowledge. To enhance its academic standing, SMU must increase its support of scholarly research and creative achievement.

GOAL THREE OBJECTIVES

OBJECTIVE ONE: Reorganization of the Office of the Dean for Research and Graduate Studies with resources appropriate to its responsibilities

In the Office of Research and Graduate Studies, the position of assistant vice president for research was filled in 2009 and will oversee a staff planned to include three grant specialists, a compliance officer, and a technology transfer officer.

OBJECTIVE TWO: Implementation of an updated technology transfer program to provide additional resources for scholarly research

The Office of Research and Graduate Studies assembled a standing advisory panel of technology transfer experts in 2008 from the private sector to evaluate current holdings and to recommend improvements at SMU. The office reviewed benchmarking of technology transfer to determine how other universities operate in this area.

OBJECTIVE THREE: Development of collaborative programs with corporations, businesses, governments, educational institutions, and other partners

Development and External Affairs (DEA) established a close working relationship with the Office of Research and Graduate Studies. SMU is working with several North Texas institutions to secure federal funding for collaborative initiatives in student recruitment, faculty research, and related technologies. DEA is helping to identify federal funding opportunities through the American Recovery and Reinvestment Act of 2009 (Stimulus Package) and is helping to develop funding proposals.

The associate vice president for research continues to meet regularly with counterparts at other metroplex universities to develop collaborative programs, including a joint center for biostatistics with UT Southwestern Medical Center. SMU is collaborating with the Commonwealth of the Northern Mariana Islands on alternative energy and natural hazards under a memo of understanding signed in 2008. Members of the SMU community serve on a variety of scientific review and evaluation panels.

The Dedman School of Law hosted conferences and programs involving representatives of various businesses, corporations, governments, and other educational institutions. These included the SMU Law Faculty Forums, Law Colloquium on Law and Citizenship, Tax Policy Colloquium, Annual Corporate Counsel Symposium, Appellate Judges Education Institute, Transnational Networks Conference, Video Games Conference, Air Law Symposium, and the “Justice for All” Symposium.

Through the Lyle School of Engineering, SMU joined UNT and UTD to be selected as an NSF Industry/University Collaborative Research Center dedicated to Net-Centric Software and Systems. The Lyle School administered a five-week CIO lecture series involving information executives across the nation. The Lyle School received several corporate gifts supporting collaborative efforts.

Through a grant from the Wachovia Foundation, the Meadows School of the Arts and its Meadows Museum created the program “Imagine U @ SMU,” which engaged 700 sixth-graders in an interactive campus arts experience with as many as 20 students from the Meadows School, Dedman School of Law, and Lyle School of Engineering. The Meadows School also worked with high schools in Dallas and Carrollton/Farmers Branch to provide college students as mentors and workshops on networking and writing an effective résumé.

Graduate students in the Division of Dance developed a curricular experience for the fall dance concert, providing students and teachers from three area high schools with multi-media teaching materials before coming to campus to attend a lecture/demonstration and the dance performance. The Music Therapy Department entered into several new partnerships to provide services to patients at Medical City Children’s Hospital, Baylor Rehabilitation Center’s Our Children’s House, and patients in the Hurst Music Therapy Clinic.

The 2009 International Association of Arts and Cultural Management Conference, the premier international gathering of its kind, is being organized by the Division of Arts Administration in Meadows. The Division of Theatre expanded its successful collaborations with professional theatre companies, including Kitchen Dog Theater and the Dallas Theater Center.

In Dedman College, the Clements Department of History and its Center for Southwest Studies have developed a collaborative publishing and seminar program with other academic institutions. The Psychology Department conducts numerous collaborative research programs with community organizations, including several domestic violence women’s shelters in Dallas and respiratory/asthma research at Baylor Medical Center. Many of Psychology’s practicum sites involve service learning and community collaborations, as do most Dedman College internship placements.

Researchers in physics are part of the largest international scientific collaboration in the world, the ATLAS program of the large Hadron Collider, supported by 175 institutions from 34 countries. A physics professor chaired the NSF-sponsored Large Hadron Collider Theory Initiative national fellowship selection committee.

The work of a medical anthropologist in the Department of Anthropology has advanced research to improve diabetes care and prevention on the Gila River Indian Community reservation in Arizona, as well as in South Dallas.

Undergraduate career services in the Cox School of Business brought to campus more than 20 businesses with Dallas offices, helping students understand those organizations. Cox has worked with Wells Fargo to establish an annual case competition. Cox Executive Education has expanded its collaborative relationships with corporations and organizations in the community, including Anadarko Petroleum, AT&T, Baylor Health Care Systems, and Texas Instruments. In addition, Cox Executive Education established relationships with industry and trade associations in their use of Cox management education programs. Examples include the American Petroleum Institute, Women's Food Service Forum, and Young Presidents Organization. Cox Executive Education collaborates with professionals on the forefront of talent development nationwide through several programs, including the SMU Cox Human Resources Roundtable, Human Capital Institute, American Society for Training and Development, and the North Texas CFO Forum.

OBJECTIVE FOUR: Encouragement of interdisciplinary teaching and research, especially at the doctoral level

The Office of the Provost provided \$200,000 to initiate development of a high-performance computing center based on planning by an interdisciplinary working group. This investment was supplemented by an earmark placed in the Federal FY09 budget by U.S.

Representative Pete Sessions, providing \$924,000 to SMU for high-performance computing. These funds should be received by the end of the 2009 calendar year. Faculty from Dedman College and the Lyle School of Engineering are writing a major proposal to the National Science Foundation to obtain additional support.

OBJECTIVE FIVE: Expansion of funded research support

The associate vice president for research/dean of graduate studies is collaborating with the associate vice president/University engineer to develop a grant request review process that will evaluate the facilities implications related to each grant request and include these needs in the funding sought.

Proposals in FY08-09 brought in \$16.5 million in sponsored research funding. In addition, \$2.6 million in earmarks was placed in the Federal FY09 budget to support SMU research. (The original goal is \$22M by 2010; \$30M [The Lombardi Group standard] by 2015).

Measured against total tenured and tenure-track faculty in Dedman College, the Lyle School of Engineering, and the Annette Caldwell Simmons School of Education and Human Development, 33.2 percent of faculty submitted proposals. This is a significant increase over previous percentages (19.7 percent in 2004-05, 16.7 percent in 2005-06, 21.7 percent in 2006-07, and 26.2 percent in 2007-08). It also exceeds the original Strategic Plan goal of 22 percent in 2010 and 25 percent in 2015.

The Simmons School of Education and Human Development received six new research and training grants, contracts, and fellowships totaling more than \$1.6 million and received continued funding for grants and contracts totaling more than \$1.7 million. Dedman

College brought in about \$1.4 million more in funded research in AY08-09 than in the previous year, almost a 20 percent increase.

An innovative new research program in the Chemistry Department in Dedman College assesses the potential uses of nano-scale polymer particles, such as controlled drug delivery, and has received \$475,000 in NSF support.

In the 2008-09 academic year, Meadows faculty applied for \$662,623 in external grants and to date have received \$150,075, with an additional \$475,550 still under review. The amount funded represents a 636 percent increase over the funding received during the previous year. With the support of Meadows Foundation funds, six Meadows faculty received summer research stipends.

OBJECTIVE SIX: Support of doctoral programs resulting in increases in research productivity and creative achievement

Forty-eight students completed their doctoral degrees in 2008-09, up from 44 in the previous year. Additional support for dissertation fellowships would be an important tool to increase the completion rate (goal of 57 in 2010 and 72 in 2015).

The Simmons School of Education and Human Development admitted an additional four students into the PhD program in educational research and maintained full support for student tuition and stipends. Dedman College graduated 33 PhDs this year, 10 more than last year. This is an increase of about 300 percent from five years ago. The Clements Department of History PhD program is now on track to produce three graduates per year through its small, highly focused program. The Mathematics Department significantly increased the number of graduate students on funded research assistantships.

The Perkins School of Theology has continued enhanced stipend support for PhD students and has sustained fellowships for the graduate program in religious studies at \$16,000 per year, an increase of about 300 percent from five years ago.

OBJECTIVE SEVEN: Enhancement of undergraduate research

An honors website provides information about research opportunities for undergraduates, acting independently or as assistants to professors. One such project is Big iDeas, organized by the Office of the Provost, for collaborative research addressing issues facing Dallas.

The Meadows Exploration Award fund totaling \$23,400 was awarded to 35 undergraduates in the Meadows School of the Arts. Research and creative projects funded included an interdisciplinary film project, 3D scanning software research, dance concert production support, research into the 1964 Mississippi Freedom Summer, and a painting installation for a piano recital.

In Dedman College, nine undergraduates received summer research support through the Hamilton Undergraduate Research Assistantship fund. In the Lyle School of Engineering, two Mechanical Engineering professors were awarded a \$270,000 grant from the NSF for “Research Experiences for Undergraduates Site: Experimental Methods in Mechanical Engineering.” Through the Richter International Scholars Program, the SMU Honors Program has fostered at least 75 undergraduate research projects around the world over the last several years. Other opportunities for undergraduates include the John Goodwin Tower Center Undergraduate Research Fellowships in Dedman College and the Maguire Center for Ethics and Public Responsibility Stipends for Research and Service.

GOAL FOUR: TO SUPPORT AND SUSTAIN STUDENT DEVELOPMENT AND QUALITY OF LIFE

The Division of Student Affairs is committed to developing opportunities for students to become productive citizens and leaders through supportive yet challenging environments. These opportunities will contribute to the students' intellectual, spiritual, physical, social, cultural, moral, and emotional growth by engaging them with the widest range of persons inside and outside of the University. Within this framework, intercollegiate athletic programs will continue to operate with integrity, to achieve high graduation rates for student-athletes, and to provide competitive opportunities at the highest NCAA level.

GOAL FOUR OBJECTIVES

OBJECTIVE ONE: Support for a living/learning environment that enhances personal exploration and growth

The campus Residence Hall Planning Team met several times to discuss plans for a sophomore residency requirement and Residential Commons Model. Residence Life and Student Housing staff made site visits to institutions with new and/or renovated housing and with Residential Commons that increase faculty involvement in residence life. The development of additional graduate housing will be explored once the plan for sophomore housing has been completed.

The Morrison-McGinnis Hall director piloted a sophomore year experience program in which faculty mentored small groups of students and presented programs in the hall. Based on feedback from students and faculty, the program will be continued next year. Additionally, an engineering/computer science floor was successfully inaugurated in the

Cockrell-McIntosh community. The faculty member who worked with the program will serve as faculty-in-residence beginning fall 2009.

Additional academic-based programs—the Honors Community and the Hilltop Scholars Program—continued to be popular with students based on their feedback on the Educational Benchmarking, Inc. survey and in various conversations. The faculty member who supervises the Honors Program will live in an Honors Residential Community in fall 2009. The Hilltop Scholars Program inaugurated a summer week-long leadership experience in July, a collaboration among a faculty member, two professional staff members from SMU Outdoor Education, and the hall director of the Honors Community.

The Department of Recreational Sports has proposed an increase of 7.7 acres for intramural activities and sport club teams, in addition to the current three acres. The new acreage would be a multipurpose recreational space (with appropriate safety buffer zones); provide a larger area for softball; and allow for regulation markings for football, soccer, men's and women's lacrosse, and rugby. Cricket, ultimate Frisbee, Greek philanthropies, cheer camps, and other campus events also would be accommodated in this space.

A schematic design has been developed for the new band hall with a cost estimate of \$2.1 million, and fundraising is ongoing. SMU will investigate changes to accommodate a band of 150 rather than 122 members.

The Office of Planning, Design and Construction issued Requests for Qualifications to provide a feasibility study of current and future housing; it received responses from nine architecture firms. SMU has placed the study on hold due to the current economic situation.

OBJECTIVE TWO: Enhancement of critical Student Life programs related to student retention and growth

To support the goal of increasing on-campus activities, SMU opened the “M” Lounge game room, a contribution from GameStop Corporation, in collaboration with the SMU Guildhall and the Hughes-Trigg Student Center.

Offering a variety of programs, the Office of New Student Orientation and Student Support sponsored the ENCORE program, which provides students an opportunity to have lunch with senior-level administrators each month. ENCORE also started a new program called “House Calls,” whereby staff and faculty visit student housing facilities to have informal discussions. New Student Orientation and Student Support also has increased efforts to connect with athletes, transfer students, and international students, including a special AARO program for the latter.

In spring 2008 President Turner accepted 36 of the 38 recommendations made by the President’s Task Force on Substance Abuse Prevention, including the creation of an ongoing Commission on Substance Abuse Prevention, co-chaired by the vice president for student affairs and the provost. Among other actions to date, SMU has implemented the Good Samaritan and Medical Amnesty policies, received over 178 submissions regarding students at risk through the Caring Community Connections Program, extended Hughes-Trigg hours, enhanced lighting on campus, and added more Friday classes.

In spite of these successes, the Task Force has identified several areas that require further attention. These include extended hours for the Health Center; a social event registration process; increasing student knowledge of Good Samaritan and Medical Amnesty programs; a centralized master calendar for student events; and continued communication with faculty

about taking attendance in class, ensuring that final exams are given during the designated exam period, and developing a strategy for early grade reports. The Office of Budget and Planning funded the operational components of the President's Task Force at a cost of \$466,000. A full report of Task Force progress can be found at <http://smu.edu/smunews/liveresponsibly/>.

Health Center Counseling and Psychiatric Services and the Center for Alcohol and Drug Abuse Prevention assisted with AARO programming. The latter Center worked with New Student Programs to have more than 1,000 first-year and new transfer students complete a two-and-a-half-hour online program on alcohol education and prevention.

A space planning study for the Memorial Health Center eliminated the requirement for new construction and facility expansion previously recommended by a consulting team. Reduced overall project costs will increase the likelihood of funding to complete the renovation project.

To increase campus security, the Office of Emergency Management and Fire Safety updated the emergency notification system and protocols, refined emergency response plans, and sponsored disaster exercises.

OBJECTIVE THREE: Expansion and strengthening of student leadership development and service opportunities

The James E. Caswell Leadership Development Endowment is funding leadership training and development activities, and the Herrscher Family Student Leadership and Education Endowment Fund is supporting programs that encourage students to develop leadership skills.

The Leadership and Community Involvement Office (LCI) is working with the Simmons School of Education and Human Development to design a leadership minor, with a proposal submitted to the Provost's Office in fall 2009. The LCI Office received a \$25,000 block grant from Student Affairs to support leadership development initiatives and to enhance the "theory to practice" connection. The funding, in part, was used to hire a part-time graduate assistant for one year to coordinate service-learning programs, facilitate development of a four-year strategic plan, and conduct benchmarking research in response to the Council for the Advancement of Standards assessment.

A group of class leaders established "The Union" to solicit gifts from students, reaching an all-time high with 845 student donors in FY09.

Cox School of Business offered 13 new Business Leadership Center programs for MBA students and increased participation by 37 percent. Cox also expanded its BBA Leadership Institute. The Lyle School of Engineering developed a leadership assessment for incoming students.

OBJECTIVE FOUR: Enhancement of student intern programs throughout the University

In spring 2008 the Office of the Chaplain received a distribution of resources from the estate of Claude and Maxilla Evans totaling \$160,000 to support chaplain interns in shaping and leading worship experiences. Other chaplain endowment funds, including the SMU Chaplaincy Chair Endowment established by Ms. Evie Jo Wilson in 1997, also provide funding.

The Hegi Family Career Development Center added 110 new internship opportunities in FY08-09, exceeding its initial goal of 20. The percentage of students who indicated that they were “dissatisfied with the lack of non-business majors opportunities” at the Center decreased from 45 percent to 25 percent. The Career Center has secured a \$100,000 internship endowment to offset travel and living expenses for students seeking internships in Orange County, California. The Career Center also added two summer internships in Hong Kong and Shanghai. In Meadows School of the Arts, the Division of Art History added an internship with the Dallas Historical Society.

OBJECTIVE FIVE: Strengthening of intercollegiate sports programs to be more nationally competitive

Development and External Affairs coordinated annual fundraising activities with the Mustang Club and secured \$1.5 million for athletics in FY09, slightly more than was received in FY08.

Fundraising continued to support design and construction for golf, swimming, and tennis facilities. Commitments to the SMU Payne Stewart Golf Learning Center at the Dallas Athletic Club reached \$2.2 million, and other solicitation proposals are pending. Additional prospecting for the aquatic center and tennis facilities is ongoing.

In June SMU completed a Facility Assessment and Development Options Study of the Perkins natatorium that included three options for renovating and expanding the facility and associated construction costs.

The Office of Information Technology partnered with Athletics and Ticketmaster to deploy a new game ticketing process with greater flexibility in scheduling, ticketing, and marketing.

GOAL FIVE: TO BROADEN GLOBAL PERSPECTIVES

Today's students must be prepared to live and work in an emerging global environment. The intermingling of cultures, the complexities of financial strategies, the economies of strikingly different nations, and the plight of the world's poor are but a few of the conditions awaiting the intellect, skill, and zeal of our graduates. As we become more global, ethnic diversity will surely encourage diversity of thought. The University is obligated by its trust and mission to prepare students for living in the dynamic and challenging times they will encounter.

GOAL FIVE OBJECTIVES

OBJECTIVE ONE: Reorganization and realignment of the international programs of the University

SMU has established the International Center to manage international undergraduate admissions, international student/scholar services, authorized international English language testing, and the Education Abroad Program.

Education Abroad has experienced considerable growth and change over AY08-09. An Education Abroad Council with representatives from each school was established to make decisions regarding the academic quality of new and existing experiences abroad. These experiences have grown to include internships, co-ops, service, and research, in addition to traditional study abroad.

A new Education Abroad website allows students, faculty/staff, and parents to research SMU-approved opportunities abroad, apply for approved programs, and track the

application process. In addition, the website is a database that will allow the University to identify all SMU programs and participants abroad as well as individuals connected with SMU who are engaged in activities abroad.

Human Resources and Business Services developed student health insurance, repatriation, and security protocols for foreign travel.

OBJECTIVE TWO: Review of current and development of new internationally oriented consortial agreements consistent with SMU's academic goals

A consortial and academic member of the Council on International Educational Exchange (CIEE), SMU this year approved 20 CIEE study abroad and service-learning programs for SMU students. SMU's Education Abroad Council has approved all Institutes for Study Approved-Butler University programs located in the United Kingdom and Ireland, giving students 54 semester options for study abroad as well as offering on-site support to the SMU-in-Britain academic year program. The Education Abroad Council also approved Bridge-Connect-Act Abroad's programs in Europe, China, and Latin America. SMU's Environmental Studies program has adopted the School for Field Studies programs in Costa Rica and Kenya as international study options for its majors and minors. As a result, SMU students can now opt to spend a semester or year overseas through 126 programs in 50 countries.

SMU added two new faculty-led, customized summer programs: Music Therapy in Jamaica and Doing Business in Hong Kong. The Meadows School's Division of Arts Administration launched a new exchange program with Bocconi University in Milan. Each year, second-year MA/MBA students in Arts Administration spend the fall semester at Bocconi, while Bocconi students come to SMU. The Dedman School of Law is continuing

to explore an LLM program with Chulalongkorn University in Bangkok, Thailand. SMU also has been approached by other universities in Asia to explore developing relationships with the goal of recruiting law students to Dedman's LLM program.

OBJECTIVE THREE: Expansion of emphasis on global content in curricula across the University

The Division of Dance in Meadows School of the Arts has integrated Capoeira, an Afro-Brazilian dance form that blends martial arts and the fluidity of dance, into its modern dance course sequence. Dedman College created a new course, Hinduism and Colonial Encounters, a critical study of the history of colonialism in India and its impact on social, religious, and political discourse. Dedman School of Law offered numerous courses with a global focus, including comparative law; global corporate governance; and Islamic, Chinese, and Jewish law.

The Center for the Study of Latino/a Christianity and Religions in Perkins School of Theology has received support from the Henry Luce Foundation for two scholarly research projects leading to publications in Hispanic theology. Through the same grant, Perkins has hosted interdisciplinary dialogues such as "The Politics of Race in the Obama Era." The Center also hosted theological educators from Mexico for a symposium in Dallas.

OBJECTIVE FOUR: Enhancement of strategies that increase the international representation of students and faculty

As part of its global outreach, SMU established an International Campaign Steering Committee with representation from 20 countries for The Second Century Campaign.

Academic Computing Services sponsored and mentored a visiting scholar from Beijing Normal University in China.

In the 2008-09 academic year, 64 of SMU’s 473 student-athletes (13.5 percent) were international students, compared to the University’s general undergraduate population of 4.5 percent. The following statistic reinforces the importance of athletics in SMU’s international representation: 22 percent of the entire international undergraduate population at SMU is comprised of student-athletes, while student-athletes make up only 7.5 percent of the total undergraduate population.

As shown in the following table, the percent of international undergraduate students increased in 2008.

International Students for Past Three Years				
Year	Undergraduate		Graduate/Professional	
	Number	Percent	Number	Percent
2008	350	5.6	591	12.5
2007	303	4.9	589	12.7
2006	309	4.9	561	12.1

During 2008-09, five visiting professors taught at the Dedman School of Law, including two from Germany, one from Egypt, and two from Israel. In addition, the Law School is continuing an arrangement with The Academy of International and Comparative Law—if accepted into SMU’s LLM program for foreign attorneys, students enrolled in the

Academy's summer program receive three hours of credit for work completed at the Academy. This year Dedman hosted a Japanese judge, designated by the Supreme Court of Japan, for study at the Law School.

The number of international students in the Law School continues to grow. Fifty-eight international students enrolled in 2008-09, a significant increase from the 34 enrolled just two years ago and the 54 enrolled last year. Applications to the LLM program for international students increased over 35 percent from 2006 (from 145 in 2006 to 197 in 2008). The Law School redesigned its website last year to accommodate potential foreign applicants who use the web extensively to explore opportunities here.

OBJECTIVE FIVE: Strengthening of international studies within the overall curriculum

With the launching of new provider programs for education abroad, SMU has begun discussions with academic departments to identify appropriate sites where students can take courses that count toward degree requirements. The goal is to integrate the overseas curricula with the on-campus curricula.

In the 2008-09 academic year, 8.2 percent of undergraduate students participated in SMU centrally administered Education Abroad programs, the same percentage as in 2007-08. Of those graduating in the 2008-09 academic year, a total of 31 percent either studied abroad or interned with an international organization through a centrally administered SMU Education Abroad program, compared with 23.6 percent of 2007-08 graduates.

The Cox School of Business requires all full-time MBA and Executive MBA students to participate in the Global Leadership Program, traveling to different regions of the world to meet with executives from numerous industries. Cox also has 19 consortia agreements with

business institutions in Asia/Pacific Rim, Latin America, and Europe. SMU students took advantage of this agreement, and 11 students from six partner schools came to SMU.

Eighty part-time MBA students participated in a variety of short-term intensive programs at international universities. A full-time Cox MBA student was selected from over 90 international business school students to participate in the Campus for Finance Conference hosted by WHU Business School in Koblenz, Germany.

The International Office reported that 41 percent of graduating seniors from Meadows School of the Arts had participated in an SMU Education Abroad program—the highest participation rate on campus. Meadows faculty offered 16 summer abroad courses with a total enrollment of 126. Meadows Foundation provided 18 students with travel assistance grants totaling \$21,900 to support summer study abroad. The Meadows School launched a summer study abroad music therapy course in which students worked in Jamaican care centers.

In the Simmons School of Education and Human Development, the Departments of Lifelong Learning and Dispute Resolution and Counseling offered programs in Italy and Ireland and started explorations to offer education abroad for undergraduate students. In Dedman College, the Tower Center inaugurated an annual National Security Conference and held its series of symposia, lectures, and programs in support of international studies. In a different type of international experience, SMU sponsored eight undergraduate students to tour the CERN lab in Geneva, Switzerland, to view the Large Hadron Collider, the world's most powerful particle accelerator.

The Global Theological Education Program in the Perkins School of Theology increased its programs to include cross-cultural immersion courses in Johannesburg, Hong Kong,

Mexico, and the Palestinian territories. Funding is being sought to require all students receiving a Master of Divinity degree at Perkins to have taken at least one full course exploring an unfamiliar culture. Through the Office of Advanced Ministerial Studies in Perkins, an additional Doctor of Ministry degree program is being established through a relationship with Trinity Theological College in Singapore.

CONCLUSION

At the completion of the third academic year of the 2006-2015 Strategic Plan, significant progress continues to be made under each goal. Difficult economic conditions, however, make achieving the standards of the Plan even more challenging. As the worldwide economy moves out of the recession, we are hopeful that increasing financial resources will help the institution accelerate progress toward the aspirations outlined.

During the 2008-09 academic year, we recruited a new vice president for legal and governmental affairs as well as a new University treasurer (chief investment officer). In addition, the public phase of The Second Century Campaign was initiated on September 12, 2008, to raise endowment for scholarships, faculty positions and academic programs, and the campus experience. Even in recessionary times, progress has been made toward the three announced goals of the Campaign: \$750 million in gifts and pledges, 25 percent annual alumni participation, and 50 percent alumni giving during the term of the Campaign. In addition, with the conclusion of President George W. Bush's term of office, the Bush Foundation has begun fundraising for the Presidential Library Center. The excitement of The Second Century Campaign and the emergence of the Bush Presidential Library Center have provided considerable energy and momentum for the University to continue to make progress during this difficult economic time.

As noted in the 2006-2007 Implementation Plan document of the Centennial Strategic Plan: "If we are faithful servants to our mission, wise planners for the future, and good stewards of our resources, the Centennial Strategic Plan, in tandem with the Centennial Campaign, will measurably change the profile of faculty and student achievement for which SMU will be known in the second century of its history."

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SMU will not discriminate in any employment practice, education program, or educational activity on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation. The Associate Vice President for Institutional Access and Equity has been designated to handle inquiries regarding the nondiscrimination policies.

September 2009