

2012 – 2013 PROGRESS REPORT

FOR THE

CENTENNIAL STRATEGIC PLAN

2006 – 2015



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INTRODUCTION

This is SMU's seventh annual Progress Report on the Centennial Strategic Plan 2006-2015, and it appears during a very special time in the University's history. SMU has designated 2011 to 2015 as the centennial commemoration era, highlighting the 100th anniversary of its founding in 2011 and opening in 2015, the ending date of this Strategic Plan.

SMU continues to move forward as we enter our second century. Obviously, the academic year was dominated by the planning and execution of the opening of the George W. Bush Presidential Center. Given the historic importance of this achievement, we are very proud that progress continued unabated on the goals and objectives of the Strategic Plan as detailed in this 2012-13 report.

This Progress Report is being presented to the Board of Trustees at its September 13, 2013, meeting and then will be distributed to the broader University community. The Progress Report not only underscores the aspirations of the Strategic Plan, but also encourages accountability to ensure that incremental progress is made. As times change and other needs and opportunities emerge, the Strategic Plan also enables SMU to be flexible and proactive in charting its future course. In these uncertain economic times, SMU is fortunate to have the guidance and support of trustees and other donors, whose unwavering commitment to the University keeps it moving forward.

GOAL ONE: TO ENHANCE THE ACADEMIC QUALITY AND STATURE 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.

In order to bring more visibility to the quality of our faculty and students, Public Affairs increased outreach to external media and use of constituent communications. SMU appeared in more than 531,000 media stories, an all-time high, with most of them focusing on faculty expertise. All social media measurements increased as well.

During dedication week of the George W. Bush Presidential Center April 22-26, SMU appeared in an additional 1.1 million media stories internationally, an increase of nearly 70 percent, with an ad equivalency value of \$184 million. New visitors to the SMU homepage increased by 92 percent over the same time period last year. Views of SMU’s undergraduate application site jumped 87 percent. And impressions on Twitter and Facebook increased 461 percent.

Focusing on the impact of its academic strengths at a time of maximum interest in the University during the Bush Center opening, SMU launched a brand-marketing campaign with the theme “World Changers Shaped Here.” Key messages appeared in print and electronic ads, billboards, banners, and other media.

Following the well-received 2012 *Community and Economic Impact Report*, DEA/Public Affairs appointed a director of community outreach with the goal of raising recognition of SMU’s quality and impact in the region.

To draw attention to SMU's heritage, current achievements, and forward movement during the Centennial period, DEA continued The Second Century Celebration, focusing in fall 2012 on the centennial of SMU's first campus master plan. SMU hosted an event at Homecoming for all capital project donors featuring remarks by a Bush Center architect. DEA also produced the book *The SMU Campus at 100* to document all campus facilities and their donors. Finally, DEA hosted an event for the Dallas Hall Society at which a plaque was dedicated commemorating the centennial of the Dallas Hall cornerstone.

The Second Century Campaign made considerable progress in its fifth public-phase year ending May 2013 with gifts and pledges exceeding \$732.5 million. Major new academic commitments include support for construction of Harold Simmons Hall in the Annette Caldwell Simmons School of Education and Human Development, renovation and expansion of Bridwell Library in Perkins School of Theology, and renovation of Fondren Library Center, for which additional funding is being sought. Several new academic positions also are being funded (see Objective One).

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

SMU's new branding campaign focused on faculty excellence and research contributions in areas such as physics, global water quality, and impact on Dallas schools. Public Affairs developed display boards for each Board of Trustees meeting highlighting the work of endowed chairs.

During 2012-13, The Second Century Campaign added nine new endowed faculty positions, increasing our total to 94 toward the goal of 100 by 2015. In Meadows School

of the Arts these included the Kleinheinz Endowed Chair in Art History, Linda P. and William A. Custard Director of the Meadows Museum and Centennial Chair, and Fullinwider Endowed Centennial Chair in Music; in Dedman School of Law, the Ware Endowed Professorship; in Simmons School of Education and Human Development, two endowed Simmons Centennial Chairs and Simmons Professorship; and for the Dedman College Interdisciplinary Institute, the Altshuler Professorship and Director of the Institute and the Ruth and Kenneth Altshuler Endowed Centennial Interdisciplinary Professorship in Cities, Regions, and Globalization.

SMU hired 26 new tenured or tenure-track faculty in 2012-13. Five are full professors with tenure, five are associate professors (two with tenure), and 16 are tenure-track assistant professors. These new hires include highly accomplished faculty who left tenured or tenure-track positions at MIT, UT-Dallas, and the U.S. Naval War College, among other institutions. In the Cox School of Business the new hires include those with doctorates from Harvard, USC, and the University of Pennsylvania. In Dedman College new hires include those holding doctorates from USC, MIT, and the University of Michigan. Dedman Law's new hires hold degrees from the University of California at Berkeley and New York University. The Lyle School added faculty with doctorates from Princeton, the University of Washington, and Texas A&M. Meadows had in residence several internationally known artists, one of whom won a 2012 Tony Award, one who is the artistic director of one of Ireland's premier dance companies, and another who is an award-winning choreographer from The Netherlands who presented his world premiere of "The Rite of Spring" in Dallas. Perkins new faculty hires hold doctorates from Yale and Vanderbilt, and Simmons added faculty with doctorates from Michigan State, Vanderbilt, and USC.

With assistance from the provost's Office of National Fellowships and Awards, many faculty received highly selective national honors. Of particular note, a Dedman faculty member was elected to the American Academy of Arts and Sciences – one of the most prestigious honorary societies and a leading center for independent policy research. Other faculty were named Visiting Scholar to the Max Planck Institute; Visiting Fellow

to the Cambridge Center for Research in the Arts, Social Sciences, and Humanities; Mellon Fellow at the Institute for Advanced Studies in Princeton; Visiting Scholar at Emory Law School; and Visiting Scholar at the Yale Center for British Art. In addition, eight faculty in theology, history, psychology, and advertising received Sam Taylor Fellowships that provided research support for projects advancing the intellectual, social, or religious life of Texas and the nation.

Three professors in Dedman College and one in Meadows were named Ruth S. Altshuler Distinguished Teaching Professors at SMU. Two professors in Dedman College, one in Meadows, and one in Lyle received SMU Gerald J. Ford Research Fellowships.

As part of our cooperative work with the Bush Presidential Center, the University also opened its Center for Presidential History (CPH). Its mission is threefold: to enhance the public visibility of SMU as a nationally recognized center for historical research through public programming, much in partnership with Dallas organizations such as the Sixth Floor Museum and the Bush Presidential Center; to promote research and scholarship on the world's most powerful office; and to contribute to future scholarship through an ongoing oral history project (officially the Collective Memory Project) on the experiences of policymakers and participants from the George W. Bush Administration.

During the 2012-13 academic year, the CPH sponsored three presidential history lectures in partnership with the Bush Library. Along with the Sixth Floor Museum, the CPH hosted a panel discussion exploring the legacy of John F. Kennedy and Dallas at the onset of the 50th anniversary year of his death. Several of these events received national attention, including coverage and broadcast by C-SPAN. CPH staffers and fellows have already conducted the first interviews of the Collective Memory Project, with an initial focus on the role of faith in White House domestic and foreign policymaking and the administration's approach to Islam in Asia, as well as stand-alone interviews with foreign dignitaries and members of the Bush Administration.

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

Regarding faculty compensation, the following table compares SMU faculty salaries at the beginning of the 2012 academic year with our aspirational¹ and cohort² universities.

	SMU	Cohort Schools	Aspirational Schools	SMU % Cohort	SMU % Aspirational
Professor	\$141,800	\$133,800	\$147,825	106.0%	95.0%
Associate Professor	\$ 95,700	\$94,750	\$99,233	101.0%	96.4%
Assistant Professor	\$ 94,300	\$79,717	\$87,825	118.3%	107.4%

It is noteworthy that SMU salaries for all faculty ranks are above the salary levels of the cohort group and that salaries at the full and associate professor level gained ground this year over last year's data, when compared to the aspirational schools. Once again this year, SMU assistant professor salaries are above those at both aspirational and cohort schools. This suggests that SMU is very competitive in the market for new talent and that the quality of new entry-level hires is high. SMU will continue to monitor closely its competitive position regarding faculty salaries.

The Faculty Senate Subcommittee on the Economic Status of the Faculty, with help from the provost's Office of Institutional Research, produced and analyzed a detailed report comparing SMU faculty salaries internally among the SMU schools. This report shows

¹ Universities in the aspirational category are: Boston College, Brandeis University, Carnegie Mellon University, Emory University, Lehigh University, Tufts University, Tulane University, University of Notre Dame, University of Rochester, University of Southern California, Vanderbilt University, and Wake Forest University.

² Universities in the cohort category are: American University, Baylor University, Boston University, Fordham University, George Washington University, Marquette University, Pepperdine University, Syracuse University, Texas Christian University, University of Denver, University of Miami, and University of Tulsa.

that the highest paid tenured or tenure-track professors are in Cox and the lowest in Meadows. The following chart shows the average salaries for each rank in each school.

	Full Professor	Associate Professor	Assistant Professor
Cox	\$208,219	\$175,678	\$171,471
Dedman I (Humanities)	\$133,691	\$ 83,682	\$ 68,645
Dedman II (Social Sciences)	\$138,965	\$ 83,789	\$ 80,020
Dedman III (Natural Sciences)	\$125,747	\$ 82,324	\$ 76,453
Dedman Law	\$191,602	\$140,856	\$132,281
Lyle	\$153,166	\$110,847	\$ 89,430
Meadows	\$106,775	\$ 75,205	\$ 62,780
Perkins	\$118,785	\$ 85,026	\$ 71,080
Simmons	\$122,535	\$ 89,368	\$ 80,260

Further, the Report on the Economic Status of the Faculty compared salary data of each school with the same data from comparable units at other universities. For example, Dedman I (Humanities) was compared with humanities departments from other universities. When SMU individual schools are analyzed, SMU compares very well with other universities, but some additional support is needed for faculty salaries in Dedman College and Meadows School of the Arts.

To this end, the provost awarded more total dollars in merit increases to Dedman College and the Meadows School of the Arts, although percentage merit increases for each SMU school were within a 3.2-3.5 percent range. This action made SMU salaries in Dedman College and Meadows more competitive with other universities. Deciding on merit increases is part of the yearly review of individual salaries conducted by the Office of the Provost to ensure the fairness of salary determinations within each school. This salary review also includes evaluating the teaching and scholarly production of each school's faculty.

The Office of the Provost continued to make salary adjustments to retain excellent faculty. SMU also rewards faculty promoted to associate professor with tenure with merit increases of \$5,000 and increases the salaries of those promoted to full professors by \$10,000.

Several schools are awarding substantial research grants to faculty to encourage productivity. Dedman College uses its Dean's Research Council Grants, which can be as much as \$30,000, to serve as seed funding leading to additional future support from external sources. A prior recipient of the Dean's Research Council Grant leveraged this research into additional funding from the National Institutes of Health (NIH). In fall 2012 Dedman College awarded a Dean's Research Council Grant to a faculty member studying astrophysics and, in particular, supernovae.

Dedman Law School awards summer research grants ranging from \$7,000 to \$25,000. Faculty receiving these awards have placed many articles in prestigious law journals such as the *William & Mary Law Review* and the *University of California at Davis Law Review*. Law faculty also have published books with the Oxford University Press and the University of Michigan Press.

SMU continues to strive for diversity in hiring faculty. This year 43.7 percent of new assistant professors are women, and 20 percent of the new associate professors are women. SMU hired nine minorities – two African Americans and seven Asians. In this group the Cox School of Business recruited five new faculty, one of whom is Asian. Dedman College hired two Asians and an African American as full professors. One of the two new hires at the Dedman School of Law is a woman. Both new hires by the Perkins School of Theology are women, one of whom also is African American. The Simmons School added an African American and an Asian as full professors.

Under the guidance of the Office of the Provost and the Office of Institutional Access and Equity, SMU works with the schools and the college to diversify the faculty by actively recruiting a faculty that mirrors society and by enforcing federal and University

guidelines on hiring women and minorities. As a result, for fall 2012 SMU hired 26 new faculty, eight of whom are minorities and eight of whom are women. The University knows it has to continue to emphasize diversity within the system. The following table illustrates the makeup of the SMU faculty and campus community by race and ethnicity as of fall 2012:

Fall 2012 Students, Faculty, and Staff by Race/Ethnicity					
	Undergraduate	Graduate/ Professional	Total Faculty	New Faculty	Staff
White	66%	60%	78%	70%	72%
Black/African American	6%	7%	4%	3%	11%
Hispanic/Latino	12%	7%	6%	5%	10%
Asian	7%	6%	10%	8%	4%
Native Hawaiian/Other Pacific Islander	0%	0%	0%	0%	0%
American Indian/Alaska Native	0%	0%	0%	0%	1%
Two or More Races	2%	1%	1%	0%	1%
Race and Ethnicity Unknown	1%	2%	0%	2%	0%
Non-Resident Alien (Any Race)	7%	16%	2%	11%	1%

Due to rounding, percentages may not equal 100 percent.

Notes: 0% does not mean there are no counts, but due to rounding, the counts may be low enough that it may be below the rounding limit. Columns for Total Faculty and New Faculty do not include administrative faculty, counted as Staff.

Last year this report noted that SMU faces a problem found throughout the academic world – the difficulty of women at the associate professor level to achieve promotion to full professor. The news this year is very encouraging. First, the new *ad interim* dean at

the Dedman School of Law is a woman. Second, of the 15 SMU faculty promoted to full professor this year, six are women – four in Dedman College and two in the Perkins School of Theology. With this increase women now represent 20 percent of full professors, compared with 13 percent for last year. SMU also compares more favorably this year to our cohort schools, with SMU having as many women full professors as Boston University and more than Baylor, Marquette, University of Miami, and the University of Tulsa. As discussed in last year’s report, even our aspirant schools have a smaller percentage of women at the full professor level than expected, underscoring the difficulty in achieving gender equity in the professoriate. Additionally, Dedman College now has four women as department chairs, Meadows has four, and Simmons has three.

Even with this improvement, SMU remains committed to bettering opportunities for women and minorities to achieve promotion within the system. We continue to review the tenure and promotion process to make it fairer and clearer to all constituents, including showing pre-tenure faculty how best to present their dossiers so that the review teams understand their accomplishments.

Another factor in attracting and promoting the best faculty is to make available various options that recognize family responsibilities. To this end, the Office of the Provost has developed proposed policies. Last year the provost asked the Faculty Senate and the President’s Commission on the Status of Women to review these “family friendly” policies. This year the provost has received approval of the proposed policies from the Commission on the Status of Women and awaits word from the Faculty Senate.

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

The FY 2013 centrally administered financial aid budget increased \$4.6 million, or 8.27 percent. Since 2006 this budget has increased nearly 85 percent, or \$27.6 million.

	2006	2007	2008	2009	2010	2011	2012	2013
Budget	32,685,868	35,444,868	37,439,169	39,926,276	45,399,361	51,153,952	55,714,615	60,324,878
Increase	1,599,368	2,759,000	1,994,301	2,487,107	5,473,085	5,754,591	4,560,663	4,610,263
% Increase		8.44%	5.63%	6.64%	13.71%	12.68%	8.92%	8.27%
Increase Since 2006								84.56%
Dollar Increase								27,639,010

Public Affairs partnered with new leadership in Enrollment Services to refine communications with prospective students, parents, and high school counselors, including a focus on high-achieving students using new tools such as personalized web content. Through The Second Century Campaign, DEA has added 374 new endowed scholarships – an increase of 133 from last year.

Student recruitment also has been enhanced through the activities of Campaign Steering Committees in 10 leadership cities. DEA has invested in staff travel to other areas where the SMU constituent population is growing, including prospective students and parents. These include Boston, Florida (multiple markets), Kansas City, Minneapolis, New Orleans, and Phoenix. The number of active alumni chapters across the country and internationally has grown, along with interest in SMU from prospective applicants.

The fall 2012 first-year class was the most diverse and academically talented in SMU history. This was accomplished even as the Office of Undergraduate Admission was charged with increasing the size of the first-year class.

The number of total applications increased from 12,961 in 2011 to 13,598 in 2012, a 5 percent increase. The number of completed applications for 2012 increased to 11,217, an 8.5 percent increase over 2011. This growth came on top of the previous year's stunning 25.5 percent increase and places the University in a position to meet the goal of 12,000 completed applications by 2015. Further, the SAT for the 2012 entering class averaged 1274.4 (combined critical reading and math), a mere fraction of a point from the stated goal of 1275-1300 by the year 2015. This average was well above the previous year's average SAT of 1269. More than 96 percent of newly enrolled students graduated in the top half of their senior class, and 76 percent were in the top quarter.

The admit rate for the 2012 entering class dropped slightly to 53.76 percent, compared to 54.57 percent in 2011. The Office of Undergraduate Admission believes that the strategies it has developed to increase applications will result in achieving the 2015 goal of an admit rate under 50 percent, though this goal may be compromised if enrolling a larger first-year class occurs.

In partnership with Royall & Co., Undergraduate Admission improved the use of search marketing and employed a direct-mail campaign aimed at getting students to complete online, personalized applications. It also reached out to greater numbers of exceptional high school students. For example, improved marketing strategies increased the number of applicants for the Hunt Leadership Scholars program to more than 900 this year, compared to 450 applicants in 2011.

Further, the admission evaluation process was improved to standardize the academic criteria used in identifying high-achieving students. Working with Public Affairs/Integrated Marketing, the Office of Admission redesigned all recruiting publications to respond to data on the preferences and factors influencing the college search process for high-achieving students. A survey, designed by a national market research firm working closely with experts in the Cox School of Business, provided new insights into high-achieving high school students.

A larger transfer student population has helped to moderate variations in the size of the first-year class. In fall 2012 SMU welcomed 325 new transfer students to the Hilltop – an increase of 60 students (22.6 percent) over 2011. Providing net tuition revenue slightly higher than that of first-year students, this larger transfer class has allowed for slightly fewer first-year students than budgeted, enabling SMU to achieve as high an average SAT score as possible.

As SMU competes more often with its aspirant schools for the nation's best students, financial aid and scholarships become even more critical. For 2012 the University issued Mustang Awards (\$2,500, \$5,000, and \$7,500 per year) to assist in recruiting students

from underrepresented backgrounds or with under-enrolled majors. These helped in continuing to achieve broader University enrollment goals beyond average SAT and the admit rate. In the summer of 2012 the Offices of Financial Aid and Undergraduate Admission added two more levels of Mustang Awards (\$3,000 and \$6,000) to help combat an increase in students who were canceling enrollment after having paid their admission deposits. These awards were successful in decreasing attrition and diverting it away from targeted populations.

The Cox School of Business admitted 136 new B.B.A. Scholars with an average SAT of 1425 and increased its scholarship funding for B.B.A. Scholars by almost \$400,000. On the graduate level, Cox experienced a decline in applicants for its Full-Time M.B.A. program. Despite this decrease Cox enrolled about the same total number of graduate students as in the previous year, with a higher average GPA and an average GMAT of 639 (compared to a GMAT of 641 for the previous year). In addition, Cox added a new master's degree in finance, enrolling 41 students with a GMAT average of 692. The master's in accounting increased its enrollment from 70 to 109, and its average GMAT rose from 635 to 683.

In Dedman College, the University Advising Center helped the first class enroll under the new curriculum, creating four-year plans for all majors. The Dedman College Scholars program, now in its fourth year, awarded scholarships to 34 Dedman undergraduate students – including 14 in the fall 2012 entering class. The average SAT score for this stellar group is 1443, and the average high school GPA is 3.88. Intended majors are in all areas of the college. Independent research by upper-class scholars focuses on ESL programs in rural school districts in Colorado, Washington, and California and health care delivery and literacy among patients in Dallas and Copenhagen, as well as research in SMU science laboratories.

The Dedman School of Law saw a decrease in its entering class grade and test averages in some categories, as well as a change in acceptance rate from 21.55 percent in 2011 to 30.86 this year. These reflect a national decline in law school applications and a

diminished national interest in a legal education. On the positive side, the School of Law has an excellent record of law student employment after graduation as compared to many higher-ranked law schools. The law school benefits from its location in Dallas and its outstanding career services department.

The Lyle School increased its applicant pool this year to 1,852, compared to 1,822 last year. With an applicant pool of 430 in 2004, Lyle has increased its applications by more than 200 percent since that year. Further, Lyle has implemented several strategies to improve retention, including private tutoring through the Lyle Ambassadors program.

The Meadows School of the Arts increased the number of Meadows Scholars to 70, and the new class has an average SAT score of 1410. The Meadows Winspear event raised more than \$600,000 for the Meadows Scholars program. Meadows recruitment is aided by a dynamic website, which had 200,000 unique visitors and nearly 1 million page views. Meadows also uses a social media portal with more than 2,200 followers on Twitter, and its Facebook presence reaches more than 10,000 on a weekly basis.

Perkins School of Theology houses administratively the graduate program in religious studies, jointly offered with Dedman College. This program is one of the original members of the Hispanic Theological Initiative Consortium, which awarded fellowships to two doctoral students. In the fall of 2012, 20 percent of the entering doctoral class was Hispanic.

The Simmons School of Education and Human Development awarded stipends and tuition waivers to doctoral students to pursue educational research. Several students finished first in a national graduate mediation competition at Brandeis University. Through the Simmons noncredit Creative Writing program, The Writer's Path, six students published novels in 2012-13.

SMU Athletics recruits student-athletes who can excel on the field and in the classroom. SMU had 29 student-athletes earn Conference USA Commissioner's Academic Medals

during the 2012-13 academic year, each of whom achieved a cumulative GPA of 3.75 or better. In addition, 186 SMU student-athletes were named to the Commissioner's Honor Roll for maintaining a cumulative GPA of 3.0 or better – a number that represents almost one-half of the student-athlete population. Perhaps best of all, more than 50 SMU student-athletes graduated.

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

DEA communications projects supporting University priorities won nine awards for excellence from the Council for Advancement and Support of Education, Division Four.

In the past year, four SMU coaches were recognized with Conference USA Coach of the Year awards – Cathy Casey (cross country), Tim McClements (men's soccer), Eddie Sinnott (men's swimming), and Jim Stillson (diving).

Human Resources (HR) standardized guidelines and procedures for promotions, salary increases, and the creation of new positions to reduce spending on compensation. HR established a working relationship with the Texas Department of Assistive and Rehabilitative Services to facilitate employment outreach to veterans and persons with disabilities as targeted groups, and HR used internal job postings to announce opportunities to current, benefits-eligible employees.

HR partnered with the Office of Police and Risk Management and the Office of Legal Affairs to launch the Universitywide Protection of Minors training program for all faculty and staff. HR also partnered with the Office of Information Technology (OIT) to track training compliance and the two-year renewal requirement of the State of Texas. Moreover, HR worked with the Dallas Children's Advocacy Center to offer additional training and strategies to ensure the safety of minors participating in University programs.

Regarding health benefits, HR promoted Compass Professional Health Services, a program that enables employers and health plan members to take advantage of lower prices within their existing provider network, saving \$300,000 since April 2012. HR conducted 16 “How to Choose the Right Medical Plan” sessions in fall 2012; conducted five Emeriti educational sessions for current retirees; introduced a \$5,000 medical plan deductible; and implemented Enterhealth services, a vendor for drug and alcohol intervention services for students, faculty, and staff.

Since implementation of the single record keeper for the retirement plan in January 2012 and an on-site retirement adviser, significant results have been achieved. These include more efficient processing and orientation for new employees, effective on-site retirement plan advising, easy enrollment procedures, and improved captured percentages of 403(b) enrollment, allowing analysis of the effectiveness of plan orientation and educational programs. Further, 81 percent of all new employees hired in FY 2013 enrolled in the retirement plan, and there was an 8 percent increase in voluntary contributions since implementation in January 2012. Results also showed that the enhanced and simplified retirement process provided retiring employees (and spouses) with targeted information to assist them through the process. SMU received the *Pensions & Investments* 2013 Eddy Award, placing first for Excellence in Defined Contribution Plan Participant Education.

SMU’s Wellness program was redesigned to require biometric screening and health risk questionnaires to encourage a culture of accountability. The program added an on-site health coach who meets with participants one-on-one, facilitates wellness seminars, and helps coordinate program activities. For the third consecutive year, the American Heart Association recognized SMU as a Gold-level Fit-Friendly campus.

Human Resources Information Systems (HRIS) partnered with OIT and the Office of the Provost to create an electronic workflow process for faculty terminations. The goal is to standardize approvals and provide earlier notifications to mitigate security and financial risks to the University. HRIS also implemented an annual retirement plan discrimination

testing process to provide key data for annual plan testing. Finally, HRIS developed the life insurance annual benefits base rate in PeopleSoft to be used for life insurance age reductions, supporting important compliance standards.

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

President Turner declared 2013 the Year of the Library. DEA/Public Affairs worked with Central University Libraries (CUL) to produce constituent materials and obtain national coverage for exhibits.

In FY 2013, \$8.5 million in new commitments has been secured for SMU libraries, including \$7.5 million from the Bridwell Foundation for Bridwell Library and \$1 million from the Fondren Foundation for the Fondren Library Center planned renovation. In addition, acquisitions totaling \$3 million have been received.

The SMU libraries celebrated the acquisition of the four millionth volume – *John Maley, an Account of Four Years' Travel* – the first part of a previously unknown manuscript account of the Mississippi Valley, 1808-1812. The SMU Centennial Host Committee acquired the journal and presented it to the DeGolyer Library on Founders' Day as a gift in honor of George W. Bush and Laura Welch Bush and the opening of the George W. Bush Presidential Center.

The libraries added approximately 28,820 print volumes and withdrew 21,605 for a total addition of 7,215 print volumes (net) and approximately 81,285 e-book volumes. As of May 31, 2013, total volume count for the libraries is approximately 4.02 million. Reporting agencies no longer differentiate between print and e-books, so our vast collection of e-books is now included in the total number of books reported.

The total number of e-journals is 96,096, up from 88,198; the total number of e-books is 956,815, up from 892,757. CUL now has 30,857 digital items – up from 23,150 – in its Digital Collections Library in 38 separate collections.

As of May 31, CUL's digital collections have received 3,862,206 page views since their inception. Of those, 1,999,461 were in CONTENTdm-based digital collections, inaugurated in September 2008, and 1,862,745 were in CUL's Flickr: The Commons site, initiated in April 2010. The Digital Repository (DR) holds almost 400 items and has received nearly 19,000 hits since its inception in 2012.

The SMU libraries have joined SCOAP, a consortium of particle-physics laboratories, libraries, and funding agencies that are lobbying the top scientific journals in the field to make their articles available for free. The new relationship with the Greater Western Library Alliance (GWLA) has resulted in enhanced interlibrary loan relationships and speedier delivery time (as a result of implementing RapidILL). It brings the potential to enter into partnership to borrow e-books and provide other service enhancements. CUL also implemented a demand-driven acquisitions model for electronic books in which several thousand e-books are loaded that do not require payment until someone uses them. This allows for a more customized approach for collection development, matching faculty/student needs more directly with materials purchased.

DeGolyer Library had several exceptional exhibits in spring and fall 2013: "The Civil War in Photographs: New Perspectives from the Robin Stanford Collection"; "Joe Coomer: A Life in Letters," drawing from the literary archive of acclaimed author Joe Coomer '81; and "Remember the Ladies! Discovering Women's History at the DeGolyer Library," drawing from the Archives of Women of the Southwest and DeGolyer's other women's collections.

The Fondren Library Center Renovation Users Group was reconvened along with the Library Oversight Committee. RFQs were sent to a selected list of architects, and the selection of the architect of record was approved by the Oversight Committee in late

May. The project has a price tag of \$19 million, with a fundraising goal of \$10 million. It is anticipated that the project will be completed by May 2016.

Through the Office of Planning, Design, and Construction, a feasibility study for the renovation and expansion of Bridwell Library was completed and presented to the Bridwell Library Oversight Committee; further development of this project is pending additional funding.

OBJECTIVE SIX: Fostering an open, collaborative, diverse community

SMU Athletics recruits a diverse group of student-athletes. Data show that 32.5 percent of SMU's student-athletes are minorities, compared to 24.7 percent for the general University.

McFarlin Auditorium hosts many events through Campus Services that help foster an open, collaborative, and diverse community, including the IFC (Interfraternity Council) lecture and the Women's Center lecture, in coordination with the Delta Gammas, on sexual awareness with required attendance for all first-year students. The auditorium also hosts many SMU student shows that promote a diverse community, such as the Indian Student Association Talent Show and Bhangra Blitz dance competition, the National Pan-Hellenic Step Show, the Persian Student Society Noruz Show, Sing Song, and the Family Weekend talent show.

In addition to hiring decisions and student recruitment that seek to diversify the SMU community, other actions have been taken to foster an open, collaborative, and diverse community.

The Office of the Provost has created programs to increase the retention of at-risk students and to attract more minority students. The Physician Scientists Training program (PSTP) provides scientific research training for minority middle school students

throughout the United States. Founded by an SMU alumnus, the summer program is a joint effort between SMU and UT Southwestern Medical Center (UTSW). Since its inception in 2009, 35 PSTP students have matriculated at SMU (fall 2009 – 2012). Beginning fall 2013, an additional 16 will be joining this cohort, resulting in a peer support group of 46.

The Mustang Academic Bridge program, launched in fall 2010 to assist potentially at-risk students during their first year in college, is achieving its goals. The average GPA for students in the fall 2010 cohort was 2.975, the average GPA for students in the fall 2011 cohort was 3.08, and for the fall 2012 cohort the average GPA was 3.089. The third semester retention rates for participants in the program are in the 90th percentile: fall 2010 – 96.7, fall 2011 – 96, fall 2012 – 94.1. The program has expanded to include support for sophomores focusing on majors declaration, internships, preparation for campus leadership, and research opportunities.

The Mustang Scholars program targets academically talented and high-achieving multicultural students from Dallas ISD. In addition to receiving financial/scholarship benefits, these students obtain academic support through the Mustang Academic Bridge program. To date, there are 40 students at SMU through the Mustang Scholars program.

Dedman College Interdisciplinary Institute (DCII) sponsored two fellows' seminars during academic year 2012-13 aimed at fostering collaboration. Involving eight faculty members each, the seminars drew from throughout the college and the University. Both seminars, "Medicine and the Humanities" and "Thinking About Agency," also attracted participants from other institutions, such as UT Southwestern and the Dallas Federal Reserve. A new interdisciplinary major is likely to emerge out of the first seminar.

In addition, the Interdisciplinary Institute sponsored three research clusters drawing participants Universitywide. In October 2012 the DCII sponsored a program with Rachel Croson, former program officer at the National Science Foundation (NSF), to inform faculty about the new interdisciplinary research initiatives at the NSF.

In the spring the DCII sponsored three “Young Scholars Luncheons” involving undergraduates who chose discussion topics on issues such as the future of energy, border violence, and water quality. Those attending were a mix of faculty, staff, and students from throughout campus (and in one case two community oil executives). The conversations have been informal, lively, and at times provocative.

The Departments of Chemistry and Biological Sciences have formed the Center for Drug Discovery, Design, and Delivery (CD4). Funds have been raised to help support the activities of the center. Joint projects have been initiated, and grant proposals have been submitted for collaborative research.

The Lyle School held TEDxSMU Hilltop, an interdisciplinary joint conference, with participation by Lyle, Meadows, Dedman College, Simmons, and Perkins, to highlight some of the best ideas from faculty, staff, students, and alumni.

Lyle and Simmons faculty are collaborating with the Center for Teaching Excellence to develop curricula and training for graduate students interested in pursuing academia as a career. This collaboration has evolved into the Hart Fellows program that teams faculty and students for project-based teaching and curriculum design.

Engineering and Humanity Week, sponsored by the Hunt Institute for Engineering and Humanity, highlighted living conditions of the world’s poor. It advocates the use of technology and innovation to make meaningful and sustainable improvements. The Lyle School worked with the Embrey Human Rights program in Dedman College on this initiative.

Student groups at Perkins, known as “organized interest groups,” provide support for a variety of ethnic minority constituencies, GLBTQ interests, and missional priorities.

The Simmons School hosted “Sampling Simmons” events for the campus community, donors, friends, and alumni that included discussions on the NCAA, addiction, and conflict management.

The University also collaborates on several projects with the George W. Bush Presidential Center. SMU faculty from Cox, Dedman College, Dedman Law, Simmons, and Meadows taught in the Bush Institute’s Women’s Initiative, which has brought two groups of Egyptian women to the United States for leadership training.

OBJECTIVE SEVEN: Integration of the Plano and Taos campuses, and additional facilities on the Dallas campus as essential components of academic programming

The Office of Information Technology implemented secondary Internet connection in SMU-in-Plano to improve network resiliency. Also at the Plano campus, utility charges are now part of the overall University utility budget, along with custodial services. Food trucks were introduced to the Plano campus this year.

SMU-in-Plano served approximately 665 graduate students (unique headcount) through several day, evening and weekend programs leading to master’s degrees and/or professional certificates in counseling, dispute resolution, learning therapies, liberal studies, and video game technology offered through the Guildhall. A total of 373 graduate-level courses were taught on the campus, compared to 332 the previous year; total course enrollments were 4,333 this year, compared to 4,004 last year.

In conjunction with its graduate programs, the Simmons School of Education and Human Development continued to provide important outreach services to more than 500 individuals through programs housed at SMU-in-Plano: the Center for Family Counseling, the Center for Dispute Resolution and Conflict Management, and the Diagnostic Center for Dyslexia and Related Disorders. The Simmons two-week

Advanced Placement Institute attracted about 480 teachers in June 2012, compared to 355 the previous year.

The J Term program at SMU-in-Plano celebrated its fourth year and experienced another significant increase in enrollment (51.5 percent) – from 198 in 2012 to 303 in 2013. The provost created a new scholarship fund with proceeds from the previous year’s program, which helped encourage more students to apply. Gross tuition totaled \$979,192 and generated total net earnings of about 65 percent, which was shared among the Office of the Provost, Dedman College, Meadows, Lyle, Cox, and SMU-in-Plano. Of the 40 courses initially offered, 24 achieved sufficient enrollment, including two instructor-led trips to Jamaica and California. The program continues to resonate with students (and their parents) who are eager to make productive use of winter break and stay on track for graduation.

Once again, J Term collaborated with SMU-in-Taos as both programs share the challenge of recruiting undergraduate students for mini-terms outside the traditional fall and spring semesters and away from the main campus. A shared staff position provides administrative, enrollment, and promotional support.

During the year, total commitments to SMU-in-Taos were \$2,978,257.96 (as of April 30, 2013). Giving to Friends of SMU-in-Taos provides unrestricted annual support for the New Mexico campus and totaled \$151,212.86 (as of April 30, 2013).

Donors to the Friends of SMU-in-Taos Scholarship program provided \$150,650 in 2012-13. Donations increased 41 percent compared to the previous year. A total of 85 donors participated in the Friends of SMU-in-Taos program, an increase of nearly 7 percent from the previous year’s participation.

Undergraduate participation in Taos academic sessions was 52 in June 2012, 74 in August, and 94 in May, totaling 220 students for the three summer sessions. The 2012-13 student total increased to 237, including the 17 students who attended the 2012 fall

semester, the first time SMU offered this unique option. The student total for the 2011-12 academic year was 215, with the proviso that there was no fall semester offered in 2011.

The SMU-in-Taos Cultural Institute attracted 154 adult students, including more than 30 percent new participants. The Taos Cooperative Archaeology Project (TCAP) with Mercyhurst University continued in 2012 with 24 Mercyhurst students joining five SMU students in the SMU-in-Taos Field School. Summer 2012 marked the 37th year of SMU-in-Taos lectures for the local community with 10 lectures open to the public and continuing in the fall. An estimated 1,600 people attended these lectures, providing an important link to the Taos community.

Other uses of the Taos campus included an SMU Alternative Break project in March 2013 that involved SMU undergraduate students with a local expeditionary learning school, separate retreats for President's Scholars and Hunt Scholars, a summer internship program for Cox students, and a Ph.D. summer seminar sponsored by the English Department. The Taos campus also hosted two courses in the Master of Counseling program based at SMU-in-Plano and two Continuing and Professional Education (CAPE) courses in July 2012.

Facility Services assists SMU-in-Taos with meeting water and sewer usage regulatory requirements. Facility Services worked with the Taos team to enable handling of regulatory compliance issues at the local level to ensure timely reporting and appropriate follow-up with local agencies.

Planning for a Campus Center got under way with the coordination of the Taos Executive Board. Final plans were to be presented at the summer 2013 meeting of the board.

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 the Engaged Learning initiative, SMU enables students to participate in research, service, internships, and other creative, entrepreneurial activities that enhance academic experiences. In 2012-13, 41 students worked on Engaged Learning projects: 20 in research, 12 in community service, four in internships, and five in creative works. The projects spanned 11 countries: Bangladesh, Belgium, Ecuador, England, Ethiopia, France, Guatemala, Italy, Nicaragua, Rwanda, and the United States, with 22 projects in the DFW area.

By graduation 2013, 77 percent, or 24 of the students, successfully completed their projects. (Ten students have two-year projects that will continue into 2013-14, and seven students dropped their projects.) To a question in the senior survey – “Has your Engaged Learning project led to post-graduation employment or graduate studies? – 14 students (58 percent) replied yes, five replied no, and five gave no response. The Office of Engaged Learning also became the point of contact for the Clinton Global Initiative University network. It sponsored six students to attend the annual meeting in St. Louis in April and provides guidance on the students' global projects.

Dedman College's IMPACT symposia contribute to SMU's stature in the community. These symposia feature faculty talking about critical issues such as “big data” or “privacy,” helping the public to understand not only the issues but also how each issue can be explored from multiple disciplinary perspectives. At the most recent symposium, 128 people registered, of whom 33 were students, 42 were faculty, and 53 were members of the community. For this symposium, Dedman College placed ads on KERA radio, making Dedman College more visible to the broader community.

Also in Dedman College, faculty in the Department of Biological Sciences hosted elementary and middle school students on campus and made visits to local schools to promote biological sciences.

Department of Physics faculty organized public events related to the recent discovery of the Higgs boson, a new fundamental particle. These included a symposium featuring participation of several universities in Texas, Oklahoma, and Louisiana attended by about 200 people; a Maguire Center Symposium on Ethics and Public Responsibility; and an SMU Founders' Day presentation. The Physics Department also organized the "QuarkNet" program, a one-week summer workshop held at SMU for high school physics teachers.

Department of Psychology graduate students enrolled in the Psychology 6354 Assessment Practicum to conduct "no-charge" psycho-educational evaluations for community members; testing for dyslexia, ADHD, and other learning conditions; and providing written reports and in-person feedback to parents and educators. To date, more than 200 individuals, many school-aged children, have been evaluated. The only other no-charge evaluations are conducted by Texas Scottish Rite Hospital, limited to individuals 16 years of age or younger. Equivalent evaluations in the private sector typically are billed at \$1,000 to \$1,500. The SMU program has a one-year waiting list.

Every spring semester graduate students in the Department of Statistical Science enroll in STAT 6366 (Statistical Consulting) to offer their services to organizations in the community, among them Junior Achievement, American Red Cross, and Vickrey Meadows Learning Center. They also provide data analysis services to the Dallas Independent School District. For-profit clients have included Half Price Books, Armstrong Energy Consultants, and Six Flags Over Texas.

Dedman School of Law serves the community through the operation of six clinics that provide free or low-cost legal services in civil law, criminal law, federal tax, small

business, child advocacy, and consumer advocacy. The Dedman School of Law requires all law students to provide 30 hours of pro bono legal service prior to graduation.

The Lyle School offered TEDxKids@SMU – a half-day program for middle school students including speakers, hands-on demonstrations, and interactive breaks. In 2012, 425 middle school students learned about sea creatures from an oceanographer and programming from an engineering student and applauded for peer presenters who spoke about volunteering, photography, and poetry. In exchange for free admission to TEDxKids@SMU, student attendees are required to complete a service project; in 2012 they contributed more than 1,000 service hours to the community.

For high school girls and boys, Lyle also sponsored Innovation Camps, which were immediately filled with more than 60 students during the pilot year.

Lyle Engineering in the City (LEC) is a co-curricular/service initiative that enables engineering students to serve the community, employing “user-centered” research and design practices to solve problems. Over the past two years, 300 Lyle students have been involved in the program.

In Meadows School of the Arts, the Division of Communication Studies established the Union Coffee Shop, designed to connect SMU, churches, other nonprofits, and businesses for the transformation of Dallas communities. Student work is displayed and presented at the coffee shop, and it provides community service opportunities for students.

The Division of Communication Studies also helped found Get Healthy Dallas (GHD), designed to create research-based, community-led change, focusing on a South Dallas community surrounding Lincoln High School.

The Cary M. Maguire Center for Ethics and Public Responsibility sponsored a number of conferences, including the Conference of the Professions on “Shortcuts and Highroads: Everyday Morality and the Professions.” The Maguire Center also hosted a Veterans Day luncheon to honor military veterans, particularly those who work or study on campus. The center presented Public Scholar Lectures on “The Politics of Memory and the Legacy of the Civil Rights Movement” and “The Evolution of the Universe – Higgs and Beyond.” The Maguire Center awarded the J. Erik Jonsson Ethics Award to Nancy Ann and Ray L. Hunt for their more than 40 years of service and leadership in the Dallas community.

The John Goodwin Tower Center for Political Studies hosted a number of events throughout the academic year that added to the intellectual dialogue on campus. In November the center held a National Security Conference on Strategy, Forces, and Budgets. Also in November the Sun & Star Symposium explored the question “Are Reforms Dead in Japan?” A symposium on women in politics and a co-sponsored event on President John F. Kennedy also were part of the center’s programming.

During the 2012-13 academic year, the Hart Center for Engineering Leadership in the Lyle School of Engineering partnered with the Simmons School’s Center on Communities and Education (CCE) to host Lyle Engineering in the City at Wesley-Rankin Community Center (WRCC), a partner in The School Zone-West Dallas. Students participating in Lyle Engineering in the City worked closely with WRCC’s executive director, West Dallas students, and engineering faculty to assess, design, and implement the project, which consisted of repairing a wood fence, as well as installing a retaining wall, new chain link fence, and a tire swing and laying 70 cubic yards of mulch at WRCC’s playground. The Hart Center and the Lyle School funded the project, and Groundwork Dallas provided additional volunteers and equipment. The CCE and Lyle’s Center for Engineering Leadership are exploring project opportunities for the 2013-14 academic year to provide more opportunities for students to identify solutions to complex issues and challenges facing the West Dallas community.

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

DEA/Public Affairs provided marketing support for the new Engaged Learning program and University Curriculum. Public Affairs also published articles and provided media with information on how the Bush Institute is enhancing teaching and learning through partnerships with SMU academic departments.

The Office of Information Technology (OIT) completed Ethernet network refreshment in residential housing, increased Internet bandwidth subscription, and upgraded core data networking components to support campus Internet usage demands. It also implemented a new allocation for the Technology Fund to realign spending with requirements. OIT implemented Virtual Computer Labs to enhance students' ability to use licensed software for class assignments and to run from nearly any device, anywhere, and at any time. OIT also enhanced Computational Research through the addition of large High-Performance Computing Cluster using IBM Power6 technology, to include 5,312 cores of computing capacity and 400 terabytes of usable storage.

SMU's Center for Teaching Excellence (CTE) started the 2012-13 academic year with a new director from the Dedman School of Law. CTE introduced several new programs and services:

- CTE's new website features extensive resources on teaching methods and situations at www.smu.edu/Provost/CTE/Resources.
- New Faculty Teaching Excellence program offers a yearlong series of workshops to support new teachers in designing, teaching, and assessing their courses.
- CTE sponsored two Faculty Learning Communities, led by peers, on Teaching with Technology and on Rethinking the Writing Assignment.
- Department chairs were offered programs and web resources to support development of their department members as teachers.
- Open House Week allowed any SMU teacher to observe the teaching of the most recent recipients of the Altshuler Distinguished Teaching Professor Awards.
- Social media outreach also helped CTE reach more members of the higher education community at SMU and beyond through a blog (blog.smu.edu/cte), a Twitter feed (@CTESMU), and a YouTube channel (<https://www.youtube.com/user/TheCTESMU>).

This year's spring symposium – "Higher Education in the Crosshairs: Can Excellent Teaching Save the University?" – drew a crowd of more than 120.

Attendance at CTE-sponsored events and programs exceeded 800, continuing the upward trend from prior years. Between August 2012 and May 2013, CTE's website was visited more than 9,000 times, including more than 6,400 unique visitors, for a total of almost 19,000 page views. And CTE's blog, which debuted in mid-October, had almost 1,500 unique visitors by the end of May.

The Altshuler Learning Enhancement Center had more than 15,000 contacts with students each semester that included tutoring, Writing Center visits, appointments with learning specialists or academic counselors, and test proctoring for our learning-disabled students.

The Cox School upgraded its classroom A/V instruments to meet the latest digital standards, and all technologies were enhanced to allow for increasing demand and growth.

The Cox School began its M.S. in Finance program and revised the M.S. in Management program to appeal to recent graduates.

Dedman College added a Master of Applied Statistics and Data Analytics in the Statistical Science Department, as well as the law and legal reasoning minor in the Department of Political Science. The Department of Physics now offers a Master Physics Teacher Certificate to address content deficiencies in the teaching of physics in high school.

Two Department of Philosophy faculty have received Maguire Teaching Fellowships to develop SMU's Ethics Toolbox, a course module for use in any discipline that will introduce the concept and basic theories of applied ethics and ethical decision-making. It will serve as an easily accessible tool to aid students' understanding of ethical decision-making and promote ethical reasoning within their respective fields.

The Department of Economics recently worked with SMU OIT to implement the Virtual Computer Lab (VCL), giving remote access to the many software packages required for classes, including SAS, STATA, SPSS, Matlab, etc. The department also negotiated student access to free e-learning courses in SAS that eventually can lead to certification as a base and/or advanced SAS programmer.

The SMU Pre-Law Scholars program offered SMU undergraduates the opportunity to secure admission to the Dedman School of Law through special programs and mentoring. Thus far, 91 undergraduates have successfully completed the seminar (CCPA 3101) for the Pre-law Scholars program, and one Pre-law Scholar has matriculated at Dedman Law using the automatic admission benefit of the program. Thirty-five students were enrolled in this program in 2012-13.

The Lyle School recorded approximately 70 separate lectures each week, totaling over 200 hours of material that was made available to students around the globe.

The Meadows faculty have developed several new majors and minors, including a B.A. in public relations and strategic communications, a B.A. in fashion media, a minor in songwriting, and a minor in musical theatre.

The director of the Meadows Center of Creative Computation, along with his co-author, used funds from a National Science Foundation grant to develop a new approach to teaching computer science. Their research led to the 2013 release of *Processing: Creative Coding and Generative Art in Processing 2*, the first book on this subject (Friends of ED, an Apress Company, 2013).

The Meadows School of the Arts was named an Apple Distinguished Program for 2012-13 for its creative implementation of Apple technologies. Several years ago Meadows replaced computers in classrooms with a single audio and video port and a platform on which to place laptops, an area nicknamed the “e-nook.” At the same time, MacBooks became standard equipment for all Meadows faculty and students. All users therefore had equivalent hardware and applications that could be used in the classroom or at home. This has allowed Meadows to reduce support and maintenance costs while equipping users with the latest, most powerful technology.

The Simmons School developed a new Master of Education in Special Education degree. Simmons added a certificate in drug and alcohol counseling to the licensing options

offered by the Department of Dispute Resolution and Counseling. Simmons also increased its use of hybrid courses in the Department of Teaching and Learning, with approximately half of all coursework offered with digital components, and expanded the use of the hybrid learning option throughout the school.

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

The Office of the Provost conducted reviews for the Clements Department of History and the Department of Statistical Science in Dedman College. Both reviews included external and internal evaluators who considered each department's self-studies and also conducted a site visit to meet with faculty and students. The Academic Program Evaluation Committee and the provost reviewed the resulting reports, both favorable, and the provost is considering the recommendations made.

The Lyle School created an Office of Accreditation and Assessment with the responsibility to collect, analyze, validate, and report data and information regarding ABET and Southern Association of Colleges and Schools (SACS) accreditation and assessment. Lyle also discontinued the M.S. in Electrical Engineering-Telecommunications program.

Perkins School of Theology eliminated two programs of early theological education for high school students and college-age young people after an internal assessment. "FaithCalls," a new program for these students, will replace the discontinued programs.

The Office of the Provost's search committee for a new director of the SMU Press continued its work. Several candidates were interviewed, but none had the experience the search committee thought necessary. The search process will resume in fall 2013.

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

Perhaps the landmark undergraduate academic development at SMU this year was the launching of the University Curriculum (UC). First-time, first-year students who entered SMU beginning in summer 2012 are now following the UC. Upper-class students remain on the General Education Curriculum, which will be phased out as they graduate.

In cooperation with the Office of General Education, faculty on the Council on the University Curriculum (formerly the University Council on General Education) approved approximately 400 new curricular components, raising to almost 900 the number of course-specific and activity-related opportunities enabling undergraduates under the UC to fulfill their 28 requirements. These requirements can be met through coursework in all of the University's undergraduate schools, as well as through structured programs and leadership opportunities offered through Engaged Learning, Residence Life and Student Housing, and Student Activities. Additional curricular components laid the groundwork for the important hands-on, contextual learning that all students are now expected to develop and apply in their majors (e.g., information literacy, oral communication, community engagement, global engagement, and writing beyond the first-year sequence).

Dedman College is at the heart of this new curriculum, providing the major portion of the new course offerings. Of the 900 approved components of the UC, Dedman College submitted more than 700. In addition, the Office of University Curriculum is housed in and supported by Dedman College. Challenges remain in providing Dedman with the resources to meet the needs of the UC.

The Office of the Provost, in partnership with the schools, began developing assessment strategies to evaluate each UC component. The provost created a new Office of Assessment and Accreditation to guide the faculty in understanding the student learning

outcomes that each course will have to specify and assess. This office also will oversee the University's interface with SACS on a myriad of issues.

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

The current University Honors program (UHP) population is just under 600. Twenty-three upper-level honors students have signed up to mentor three or four first-year honors students each throughout the year with a special emphasis on the fall semester. Last year SMU graduated 121 students with the designation "Honors in the Liberal Arts" for completing the program.

For the fall 2012 and spring 2013 semesters, the UHP offered 30 and 32 courses, respectively, including three "immersion courses" that took students to New York City to study the arts scene, another that took students to Venice and Florence, and a third that took students to the Supreme Court in Washington, D.C., to work on the archived papers of the justices. In addition, nine independent Richter Fellows traveled to locations abroad to conduct their own research projects in such locations as Belgium, Thailand, England, Denmark, and France. They traveled over the 2012-13 winter break.

The UHP also engaged honors students throughout the academic year with periodic book discussions, some related to Tate lectures. Students read and discussed the historical work *Presidential Courage* and then met the author, Michael Beschloss. Also, honors students attended a discussion with John Phelan, co-founder of MSD Capital, on the first-year required reading *The Big Short*.

The Dedman College Scholars program accepted 11 first-year students for a total of 44 in majors ranging from history and human rights to biology and physics. The Dedman College Scholars program celebrated the completion of four years by honoring the first two graduates of the program. Both students presented the results of their major research

projects to faculty, students, scholarship donors, and other invited guests at the Senior Celebration hosted by Dean William Tsutsui in the Rotunda of Dallas Hall.

In Dedman School of Law, advocacy teams were successful in a number of national competitions, including winning the San Diego Defense Lawyers Mock Trial Competition, the ABA Client Counseling Regionals, and the Duberstein Moot Court Competition, a bankruptcy moot court held for the past 21 years in New York.

In Simmons, 59 students were inducted into Pi Lambda Theta national honor society. And the Education Deans of Independent Colleges and Universities in Texas (EDICUT) gave a Simmons undergraduate the outstanding pre-service teacher award this year.

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

The University received good news from the Southern Association of Colleges and Schools (SACS), which gave the final acknowledgement that students graduating under the general education curriculum (replaced by the new UC) displayed the required academic competencies. Approval of this final SACS requirement (3.5.1.) completes the decennial reaccreditation process for the University that began in 2011.

This aspect of the SACS decennial reaccreditation was particularly arduous because SMU had not been requiring all courses to specify learning outcomes and had not established how to measure achievement of these outcomes. SACS has become more rigorous in this requirement and is not satisfied that course examinations or other assignments are necessarily effective measurement instruments. To avoid future problems, the Office of the Provost now is leading the process of assessment through the new Office of Assessment and Accreditation.

In fall 2012, University faculty developed learning outcomes and assessment markers for 375 courses (273 of which were in Dedman College) that enrolled all first-year students now following the UC. In spring 2013, University faculty again developed learning outcomes and assessment markers for 414 courses across the University (297 of which were in Dedman College). The response of the faculty to these new and more rigorous assessment requirements has been extraordinary. In the end, SMU was successful in completing the assessment process in fall 2012 and refining it in spring 2013.

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

The associate vice president for research/dean of graduate studies and the assistant vice president for research are supported by a director for graduate studies, an associate director for graduate studies, an executive assistant, grant specialists, and a secretary. Two new positions were filled in January 2012. One added a grant specialist to accommodate the growing number of faculty research proposals, and the other added a contract specialist to accelerate contract negotiation and approval. A search has been initiated to hire a compliance officer to ensure conformity with grant requirements and government and University research policies. In the future a technology transfer officer will be necessary to facilitate commercialization of SMU's intellectual property.

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

SMU currently relies on advice from external experts to assist in the evaluation of its intellectual property. The planned addition of a technology transfer officer to the Office of Research Administration will facilitate evaluation and commercialization of SMU's intellectual property. Efforts are under way to commercialize two SMU patents.

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

DEA/University Development continued to work with campus schools and units to develop or enhance collaborations with several international corporations.

Collaborations with corporate partners have resulted in interdisciplinary opportunities across campus, such as the IBM SMART project with Exterran, that brought together analytics faculty and researchers in economics and engineering with the prospect for future engagements. As part of its enhanced community outreach effort, DEA partnered with the office of the Dallas mayor to announce the Trinity River Golf Project, as well as a new summer reading program.

Perhaps the greatest example of partnership in SMU history occurred during the dedication week of the George W. Bush Presidential Center in April. Departments throughout the campus partnered with Bush Center officials, external contractors, and local and federal security agencies to assist with the series of events – and especially the participation of five U.S. presidents. Adjacent communities worked with SMU on promoting awareness of changes in traffic and parking. More than 8,500 guests attended the dedication, more than 13,500 participated in the block party, and more than 600 media covered the historic events.

DEA/Public Affairs also supported the event by placing banners and billboards throughout the city and developing ads celebrating the Bush-SMU partnerships, as well as providing information for *The Dallas Morning News* special insert on the Bush Center. Special maps, information booths, and call centers provided information to visitors and neighbors. SMU and Bush Center messaging related to the dedication noted the importance of Dallas as the center's host city, another reflection of the SMU-Dallas partnership. Public Affairs staff also provided training for Bush Center docents highlighting University qualities and information.

The SMU police and risk management offices merged as the Office of Police and Risk Management (OPRM) to provide a comprehensive approach to security and safety and address the potential risks and causes of incidents that can impact the SMU community, the environment, and SMU assets. The strategic integration of police and risk management resources was realized during the successful opening of the George W. Bush Presidential Center. Planning and managing public safety during this complex event required coordination among five command centers that managed federal, state, regional and local assets, and first responders. This effort was led by the U.S. Secret Service and the SMU Office of Police and Risk Management and included the Federal Bureau of Investigation, U.S. Department of State, the Department of Homeland Security, Texas Department of Public Safety and Emergency Management, Texas Rangers, Dallas County Sheriff's Department, and 15 other first responder agencies.

SMU Police began the formal process of accreditation through the International Association of Campus Law Enforcement Administrators (IACLEA), the accrediting body for the best practices in campus law enforcement. The process was 82 percent complete as of May 1, 2013. SMU's risk management team successfully completed a peer audit program review for environmental compliance on the main campus. An environmental management system is being implemented to ensure that SMU maintains the highest standards for compliance.

The Cox School has launched the Latino Leadership Initiative. The Cox Executive Education group secured the founding sponsors, which to date include AT&T, Baylor Health Care, Cash America, JCPenney, Kimberly-Clark, Shell Oil, State Farm, and Walmart. Cox also continues its robust Executive Education program, providing training and education to businesses throughout the Metroplex and nation. Cox Executive Education, along with faculty from other SMU programs, has been instrumental in providing leadership training to two cohorts of Egyptian women brought to the United States by the Bush Institute.

The Dedman College Asian Studies program partners with a local nonprofit agency, the South Asia Research and Information Institute, in organizing and executing an annual South Asia Conference at SMU, which gathers national and international experts to focus on a particular theme in South Asian studies. The audience has ranged from 75 to 150 participants throughout the day.

Faculty members in the Department of Economics work with the Federal Reserve Bank of Dallas in the following research areas: oil markets and economic activity, interaction of uncertainty, credit frictions, and economic fluctuations and regional economic indices of economic activity. Economics faculty also provide consulting services to the Texas Comptroller of Public Accounts and several corporations, among them American Airlines, Texas Instruments, Southwest Airlines, Oncor Electric, and BNSF. Economics faculty also received a two-year grant from the North Texas Food Bank to study food insecurity among children.

Faculty members in the Department of Physics are involved in major international collaborations to study fundamental interactions on the subatomic level. These include the widely acclaimed recent discovery of the Higgs boson, as well as research to look for dark matter in the universe and to catalog low radioactivity among material available in laboratories and industry.

The Embrey Human Rights program in Dedman College partners in various programs with the University of North Texas, the University of Texas at Arlington, the World Affairs Council of Dallas/Fort Worth, and various community colleges in the Metroplex.

Faculty members in the Department of Psychology collaborate on the study of the interaction between psychological and physiological factors with such partners as UT Southwestern Medical School, Baylor University Medical Center, Presbyterian Hospital, Children's Medical Center, and Cooper Institute, as well as national and international research institutions.

Dedman College's Statistical Science Department has collaborated on several projects with researchers in the Simmons Cancer Center and Departments of Clinical Sciences and Internal Medicine at UT Southwestern. Faculty members also have worked with colleagues at the Institute for Health Care Research and Improvement at the Baylor Healthcare System and researchers at the Heart Hospital Baylor Plano. Research funds from agencies such as NIH and NSF have resulted from these collaborations, and internships for SMU graduate students have been made available at both institutions. Other research collaborations have taken place among departmental faculty and researchers at NOAA and the Cancer Prevention and Research Institute of Texas.

Dedman School of Law hosted a number of conferences that brought together various business, government, and education leaders. These conferences included the Corporate Counsel Symposium, Appellate Judges Education Institute, two-day presentation by Supreme Court Justice Antonin Scalia and Bryan A. Garner, Arab Spring Symposium, and Symposium on Emerging Intellectual Property Issues.

The Lyle School added to its collaborations by formalizing its relationship with Draper Laboratory and beginning a research initiative with RMAX. It also is working with Cisco Systems and Ericsson Communications to update M.S. in Telecommunications programs. The school works closely with Beck Corporation on the M.A. in Sustainability program.

Lyle increased its presence in the government arena by delivering a custom M.S. in Systems Engineering program for SPAWAR – Naval Space and Warfare Center in Charleston – and by collaborating with INCOSE – International Council of Systems Engineers. It also provides graduate-level programs to employees at major DFW-based Department of Defense contractors, including Lockheed Martin, Bell Helicopter, and Raytheon.

The Meadows School launched SMU's National Center for Arts Research (NCAR) in collaboration with Theatre Communications Group, Cultural Data Project, National

Center for Charitable Statistics, National Endowment for the Arts, Institute of Museum and Library Services, TRG Arts, IBM, Nonprofit Finance Fund, and Boston Consulting Group. NCAR is compiling the nation's most comprehensive database on arts organizations and audiences. Its industry reports and white papers will help the arts organizations focus on critical issues and best practices, and NCAR will provide resources to help leaders interact with the data and with one another.

Perkins School of Theology initiated a dialogue with the Methodist Hospital System in Houston. One cooperative program was the "Faith and Medicine Luncheons," featuring presentations by the CEO of the system's research institute and a member of the Perkins faculty.

The Simmons School has developed the following collaborative programs:

- Working with the Bush Institute, Simmons is conducting national research on middle school education. The program, Middle School Matters, focuses on using proven practices to prepare middle school students for successful entry into high school. Simmons will become a content partner for Middle School Matters in the area of mathematics education.
- The Center on Research and Evaluation (CORE) will provide evaluation services to community partners, nonprofits, and education agencies that require evaluations with analyses to be conducted by Simmons faculty and graduate students. New collaborations that have resulted include those with Parish Episcopal School, the Dallas Concilio, and the Dallas Arboretum and Botanical Gardens.
- SMU will serve as the exclusive university partner with the Dallas Arboretum in the development of its Children's Discovery Garden. This partnership includes planning for SMU undergraduate students pursuing their teaching certificates to work at the Dallas Arboretum to enhance their skills and knowledge in science education.

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

Significant progress was made in academic year 2012-13 toward implementing a multidisciplinary plan for enhanced high-performance computing developed by a task force of faculty from Dedman College, Lyle, Meadows, and Cox. A surplus 5,700 cpu IBM high-performance computing system was obtained from the U.S. Navy and will be installed in SMU's new data center when it is completed in the fall. This will enhance the implementation of the multidisciplinary plan, as well as make access to high-performance computing available to others.

The new University Curriculum requires each student to take a Ways of Knowing (KNW) course. These courses are team-taught by professors from different disciplines who not only bring different perspectives to the topics, but also help students learn how the study of a particular discipline influences ways of looking at the world and framing and resolving important social, political, and scientific questions. For example, one course focuses on Dallas; its instructors include a historian, an anthropologist, and a scholar from literature, each of whom offers a different perspective on the study of Dallas and urban centers generally.

As discussed previously, Dedman College implemented its Interdisciplinary Institute, bringing together faculty and graduate students from across the campus. In addition, Dedman College's Department of Statistical Science, along with UT Southwestern Medical Center, is developing a joint doctoral program in biostatistics to prepare graduate students at both SMU and UTSW to assume scientific and leadership positions in biomedical research. SMU will provide the statistics training, and UTSW will provide the laboratory experience. It is anticipated that this program will become operational during the next academic year.

The Graduate Certificate in Women's and Gender Studies offered by Dedman College is a 15-hour program designed to integrate knowledge about women, gender, and sexuality

into the chosen field of study of SMU graduate students. The courses represent several disciplines, including anthropology, art history, history, literary studies, media and film, and theology.

Dedman School of Law faculty produced several research articles that have interdisciplinary components, including aspects of international law, economics, political science, and consumer protection.

The Lyle School launched its first-year design course that is team-taught by instructors in four separate engineering disciplines. Lyle also introduced the interdisciplinary research seed-funding program, which resulted in the submission of 10 proposals and the funding of six submissions to create new collaborations among faculty from different departments.

The Perkins School continued its relationship with the Cox School to provide a cooperative certificate program for professional leadership. It also has hosted several interdisciplinary dialogues for members of graduate faculties and doctoral students across campus. These discussions often include experts from outside the campus and have expanded research options for SMU faculty.

OBJECTIVE FIVE: Expansion of funded research support

OIT completed construction of the Plano Recovery Data Center in June 2012. On the main campus, construction began on the new University Data Center scheduled for completion in fall of 2013.

Faculty and staff submitted 192 proposals in academic year 2012-13 and were awarded \$19.8 million in grants. The number of proposals and total grant dollars decreased from 204 proposals and \$22.4 million in funding from the previous year, reflecting the impact of diminished federal dollars for research.

Dedman College faculty were awarded approximately \$8 million in sponsored research with 32 individual faculty serving as principal investigators (PI) and 13 as co-PIs on 61 sponsored research awards. A Department of Economics research team won a three-year research award from the Ministry of Education and Science of the Russian Federation. A member of the Clements Department of History was awarded fellowships at the University of Texas and Princeton; he declined Princeton to take the UT fellowship.

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

Sixty-three students completed doctoral degrees in academic year 2012-13, slightly fewer than the 67 doctorates awarded in 2011-12, but nonetheless the second highest in SMU history. Additional support for graduate fellowships is essential to increase the completion rate, which is targeted at 72 by 2015 in the Strategic Plan.

In the Perkins School of Theology, the Center for the Study of Latino/a Christianity and Religions published two volumes of research on theological themes from a Hispanic perspective. The one on Christology is the first volume of its type ever published.

OBJECTIVE SEVEN: Enhancement of undergraduate research

In preparation for SACS reaffirmation in academic year 2010-11, SMU developed the Quality Enhancement program “Engaged Learning Beyond the Classroom.” The director of engaged learning implemented the program, establishing a faculty advisory committee, creating an inventory of engaged learning projects, and launching the “Unbridled Project,” which funds undergraduate research through an internal competitive grant program.

The new position of director of undergraduate research, filled in the fall semester of academic year 2012-13, is facilitating access of undergraduates to research opportunities provided by SMU's externally funded projects. SMU has developed the Undergraduate Research Associate (URA) program to allow hands-on research opportunities for students. To date, many students across a variety of departments have made contributions to research, as well as enriched their learning experiences working closely with professors and research associates.

Through the Richter International Scholars program, the University Honors program has fostered at least 40 undergraduate research projects in the United States and six countries around the world. These projects tend to be interdisciplinary. Examples are available on the University Honors program website.

In Dedman College, faculty in the Department of Sociology worked with University and community partners to identify research opportunities for advanced undergraduate students in sociology and markets and culture to collect and analyze data for use in applied settings. As a result of these applied opportunities, students have secured positions normally requiring years of experience. A student in sociology presented research at the Tower Center Symposium on Women in Politics that was covered and aired on C-SPAN. The Women's and Gender Studies program created an internship for two students to work in the SMU Archives with the University archivist to discover and document material relevant to women during the University's first 100 years.

In the Lyle School of Engineering, the number of undergraduates participating in research increased from 25 last year to 43 in 2012-13. In the Meadows School, 16 undergraduates received funds for research and creative work from the Meadows Exploration Award program.

The Office of the Provost funds undergraduate research through its Big iDeas program. Nine grants were awarded in 2012-13 for projects such as providing financial services and microloans in West Dallas, researching the development of an aquaponics system for

SMU's community garden, and developing a clothing line that supports people living in poverty.

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 athletics 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

Construction is well under way for the new Residential Commons complex, including the Dining Commons and parking garage. In addition, renovations have begun in three residential communities (Virginia-Snyder, Boaz, and Mary Hay) to create space for faculty in residence (FIR). Plans have been developed for three additional buildings (McElvaney, Morrison-McGinnis, and Cockrell-McIntosh) to undergo renovations during the summer of 2014. By August 2014, 11 communities will reflect a Residential Commons model. These 11 communities will enable SMU to house all first- and second-year students in a Residential Commons. Eleven faculty in residence have been appointed, one for each of the Commons.

Two new fields and six tennis courts are planned east of the new Residential Commons complex on the south portion of the land extending from the George W. Bush Presidential Center. One field will be a multipurpose sports club field, and the second will be an open field for recreational play. To be opened after completion of the

Residential Commons complex, these areas will provide much needed, easily accessible recreational space for the SMU community.

Currently, more than \$2 million has been raised toward an original goal of \$3 million for the Mustang Band Hall project, and fundraising is ongoing. It has a tentative completion date of September 2013.

DEA produced special Founders' Day activities and materials supporting The Second Century Celebration. Events included student participation in the main quad celebration welcoming the Bush Center, student leader attendance April 25 at the center's dedication, and student performances at the block party. DEA worked with student leaders in gathering 100 letters of welcome for the Bush Center.

Encouraging open dialogue, SMU Dining's Facebook fan page increased the number of "Likes" by 892 percent over the past year.

DEA/Public Affairs worked with Legal Affairs, Student Affairs, and SMU Police and Risk Management to refine SMU's crime and emergency notification protocol, including the use of social media.

The Office of Police and Risk Management supported AARO, Mustang Corral, Alternative Breaks, and other student-centered programs. To promote trust and confidence, police officers became points of contact and assistance for students in residence halls and fraternity and sorority houses.

Emergency management training was conducted for Greek hall directors at fraternity and sorority houses. The federal Clery Act was clarified as it applies to campus notification procedures, and "Know What to Do" response training was conducted. Thirty-eight campus buildings completed shelter exercises, including review of lockdown procedures. Emergency notification drills were conducted in campus buildings with voice-activated fire panels, which were tested and repaired to improve emergency notification. A

Universitywide radio emergency message was tested among campus members who own Motorola digital radios; 65 percent of all radio users on the roll call responded to test instructions. At SMU-in-Taos a wildfire tabletop exercise was conducted to follow up on an improvement plan initiated after the 2011 wildfire that threatened the Taos campus. Local, county, and state law enforcement and fire agencies participated. An active shooter tabletop exercise was conducted focusing on internal campus and external responder coordination.

On the main campus, SMU executed its first lockdown, as recommended by the Dallas Police Department (DPD), to address the threat presented by a suspicious person whom DPD had been following near campus. The lockdown was a success, and the situation was resolved. New opportunities to close gaps in emergency communication were identified.

Significant upgrades of fire alarm systems were installed in Owen Arts Center, Hamon Arts Library, Greer Garson Theatre, and Moore Hall. A backup fire alarm computer also was installed in a secondary police dispatch center at 6210 North Central Expressway. The Office of Emergency Management business continuity initiatives were implemented in Cox, Lyle, Dedman College, Meadows School and Museum, Central University Libraries, SMU's Office of Real Estate, and Campus Services.

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

The Health Center received a \$5 million gift in February 2012 from the Dr. Bob and Jean Smith Foundation toward a new or renovated facility to be named The Dr. Bob Smith Health Center. In addition to expanded space for physical and mental health services, the Health Center will house wellness activities, including health education, specialty clinics for optometry and dentistry, and fitness activities.

Counseling and Psychiatric Services (CAPS) and the Center for Alcohol and Drug Abuse Education and Prevention (alcohol staff) participated in all 2012 AARO sessions as well as resident assistant training. CAPS staff participated in various Residence Life and Student Housing programs and Greek life activities. The alcohol education staff taught wellness classes both semesters and provided multiple Training for Intervention Procedures (TIPS) classes, certifying 449 students.

The Caring Community Connections (CCC) program encourages SMU faculty and staff to notify the dean of students when they are concerned about a student. Referral numbers for this program were 436 in 2012-13, compared to 185 in 2008-09.

The Hegi Family Career Development Center purchased an evidence-based major and career assessment tool, Career Key. It provides the framework for the MyPlan assessment and has classified all SMU majors according to career interest codes. During the 2012-13 academic year, 471 students completed MyPlan. Studies show that participating students are more likely to earn higher grades, keep their choice of major through graduation, graduate on time, and be more satisfied and successful in their careers.

A partnership between the Hegi Center and the Office of New Student Orientation and Student Support introduces the concepts and assessment findings during Mustang Corral and AARO orientation events. Collaborations with wellness faculty and the Mustang Bridge program help to integrate further this information into the academic choices and career explorations of first- and second-year students.

Student Affairs/Development continues to work with alumni of the Alpha Zeta chapter of Alpha Delta Pi sorority to raise funds for a gift to the Hegi Family Career Development Center.

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

During the 2012-13 academic year, 405 SMU students participated in community engagement activities. The Community Engagement and Leadership Center expanded service opportunities through Mustang Heroes and Alternative Breaks. Mustang Heroes led more than 125 trips to Dallas-area partner organizations, engaging more than 100 students in 1,365 hours of service to the local community. Alternative Breaks expanded international service opportunities by adding a two-week trip in Guatemala. In total, Alternative Breaks led 15 trips, engaging more than 150 students and 15 faculty/staff members in service to communities across the United States, Ecuador, and Guatemala. The Community Engagement and Leadership Center partnered with the Engaged Learning program and Embrey Human Rights program to co-sponsor the Engaged Learning Expo, featuring 50 Dallas-area nonprofits with service opportunities for students. The center also provided leadership for the SMU Community Engagement Council, including monthly meetings for more than 30 SMU members, with the goal of strengthening communication about engagement initiatives.

OBJECTIVE FOUR: Enhancement of student intern programs throughout the University

The Chaplain's Office secured a postgraduate Craven-Wilson intern for 2012-13 but is unable to support two full-time interns due to limited resources.

Eleven graduate students from Perkins School of Theology were appointed to 11 residence halls to serve as Resident Community Chaplains (RCC), representing for the first time a full complement of chaplains in residence halls. The responsibilities of the RCC are to be a pastoral presence in the residence halls, develop foundational relationships with students, and help encourage responsible and healthy community life.

The Hegi Family Career Development Center created two additional career fair and networking events. The “Emerging Companies” event hosted more than 20 new and emerging companies eager to find SMU students to join their organizations and attracted more than 100 students seeking out-of-class experiences to enhance their academic training.

In partnership with the Office of Multicultural Student Affairs and the Women’s Center, employers who focus on diversity hiring were invited to campus for a breakfast networking event to meet students who fit this area of focus. Minority students and members of the SMU LGBTQ campus community attended this event, designed to expand the students’ professional networks and internship opportunities. The number of internships available to all SMU students increased by 19 percent over the previous academic year.

DEA facilitated the creation of internships through giving to The Second Century Campaign. For example, additional gifts in FY 2013 to the Palley Family Internship Endowment Fund will enable four undergraduate students to complete internships in Dallas, New York, and Southern California.

The Office of Alumni Relations and Engagement in partnership with the Hegi Family Career Development Center orchestrated opportunities for alumni to provide career support and expertise to SMU students. Through SMU Connection, 40 alumni provided one-day externships for 40 students during their holiday breaks. Also, 85 alumni served as career resources to SMU students. Ten alumni provided counsel to approximately 100 students through Resumania, a speed networking program that provides students with professional feedback on their résumés.

Campus Services employs numerous student workers to offer them real-world experience. SMU Dining hires students for various internship programs; it hired three new dining ambassadors and one additional intern this past year. Facility Services began developing an internship curriculum for a second-year business or engineering student.

Improvements were made to the Risk Management Internship program FRONTIERS, based on professional growth models from professional associations. The program identifies 29 areas for gaining real-world risk management experience.

Environmental Health and Safety (EHS) is mentoring two multidisciplinary student groups in the Lyle School of Engineering. One group is working on a Geographic Information System (GIS) application using data to understand relationships, patterns, and trends. The second group designed a wastewater treatment model using common household plants to treat wastewater typically generated on a university campus. If successful, this would be the first of its kind student-designed model in Texas. The project is supported by a Lyle environmental engineering faculty member and the Office of Police and Risk Management.

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

The evolution of the Big East Conference to the American Athletic Conference resulted in a new conference home for SMU Athletics, made up of some members of the Big East, Conference USA, and the Naval Academy. The unsettled status of intercollegiate conference memberships requires the University to remain diligent for future opportunities to enhance our position within the ever-changing makeup of conference memberships.

For the fifth consecutive year SMU Athletics set annual giving records. Contributions to the Mustang Club reached \$3 million, surpassing the \$2.75 million fundraising goal for FY 2013. As a result, the Athletics Annual Fund topped \$8.3 million for the year. Since the beginning of The Second Century Campaign, the Athletics Annual Fund has tripled, including a 100 percent increase in Mustang Club gifts. Total giving to Athletics (operating and capital gifts) exceeded \$22.8 million. Additionally, total giving to Athletics has grown by \$13 million in annual receipted gifts and payments.

The Mustang football team earned a school-record fourth straight bowl berth and won the Sheraton Hawaii Bowl. Thirteen players earned All-Conference USA honors. One was named C-USA Offensive Player of the Year, and one was selected in the NFL draft, becoming the highest pick from SMU since 1986.

Other Athletics accomplishments:

- Cross country: won its fourth Conference USA title in five seasons, UTA Invitational, the Ken Garland Invitational, and the C-USA Championships. Finished the season placing fourth out of 19 teams at the NCAA South Central Regional Championships. Won the SMU Team GPA Award.
- Men's soccer: claimed the Conference USA regular season title and an NCAA tournament berth. Eight Mustangs earned All-Conference honors; one was named Player of the Year and Defensive Player of the Year.
- Women's soccer: advanced to the Conference USA semifinals and finished with a 9-8-4 record. The Mustangs went undefeated at home, going 5-0-2 at Westcott Field. Scored a win over a top-10 team, defeating No. 8 UCF, 2-1.
- Volleyball: one team member earned AVCA All-America honorable mention, leading a young SMU squad into the C-USA tournament field of eight; ended the season with a 3-1 win over regionally ranked Baylor.
- Men's basketball: finished 15-17 and won 10 nonconference games for the first time since 2006-07. SMU's recruiting class is ranked as high as No. 14 nationally.
- Women's basketball: won the Conference USA regular season title and advanced to the WNIT, finishing the season with a 21-10 record; posted a 10-game winning streak mid-season, the second longest in program history. One player was named C-USA Player of the Year, Newcomer of the Year, and first-team All-C-USA.
- Men's swimming and diving: earned the Scholar All-American award for achieving a GPA of 3.0 or higher and won the C-USA Championship. During the NCAA Championships, four Mustangs earned All-America honors.

- Women's swimming and diving: earned C-USA's Swimmer of the Year for the fourth straight year. Earned Freshman Swimmer of the Year, Newcomer of the Year, and Scholar All-American award for maintaining a cumulative 3.0 or higher GPA.
- Women's rowing: won against Creighton at White Rock Lake and Kansas State at the San Diego Crew Classic.
- Men's tennis: went 10-9 in the regular season and spent a portion of the spring ranked in the ITA's top 75.
- Women's tennis: finished 14-10 and ranked No. 50 in the nation, scoring a 13-win improvement over the previous year; recorded four wins over ranked teams and advanced to the Conference USA semifinals.
- Women's golf: won the Chip-N Club Invite, the Johnie Imes Invitational, and the Central District Invitational, the most wins since 2003-04, securing individual recognition for several players. Finished the season ranked 33rd in the nation, an improvement of 67 positions over the last season, and advanced to the NCAA regionals for the first time since 2007.
- Men's golf: spent much of the season ranked in the top 25 of both the Golf World/NIKE Coaches' Poll and the Golfweek/Sagarin rankings. Posted a runner-up result at the Conference USA Championship and finished sixth at the NCAA regionals, three shots out of an NCAA Championship berth.
- Track: student-athletes in javelin, 100m dash, and hammer throw placed well at the preliminary rounds in Austin and will advance to the NCAA Championship finals.

On the facilities front, the \$57 million Moody Coliseum renovation and expansion project is well under way, Ford Stadium is undergoing upgrades, and the SMU tennis complex will break ground soon. Phase two (hitting bays) of golf facilities at the Dallas Athletic Center (DAC) is expected to be completed by the end of 2013; phase one (short game course) has been completed.

Academically, four SMU teams rated a perfect 100 percent graduation success rate, and all SMU athletics programs ranked equal to or better than the national average in the latest round of NCAA graduation success rankings, according to this year's data. Among the 120 Football Bowl Subdivision institutions, SMU ranked 24th nationally with an overall rate of 85, tying with seven other schools.

The Office of Police and Risk Management (OPRM) partnered with Athletics on Division I concussion management for student-athletes and is monitoring the legal outcomes from pending National Football Conference player litigation. Over the last three years SMU has had a total of 35 concussion-related incidents involving NCAA athletes, club and intramural sports participants, and cheerleaders.

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

The International Center, reporting to the Office of the Provost, provided 475 SMU students with a study-abroad experience through 148 programs in 50 countries. The International Center worked with faculty program directors and pre-major advisers to increase the visibility of study-abroad opportunities. The International Center also had programs and courses approved under the new University Curriculum for the required global engagement proficiency. Marketing of the study-abroad programs to increase participation was a key focus this year and included International Center participation in AARO, Family Weekend, and other Admissions events, as well as advertising campaigns in various publications.

OPRM initiated a global travel risk management system to improve readiness to respond to international crises that may affect SMU's global travelers. SMU coordinated efforts with a software provider, an international health insurance provider, and a conductor of medical/disaster evacuations and security services. The process enables SMU to search

travel databases and promptly identify primary travel destinations of SMU international travelers.

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

Dedman College sponsored the visit of eight SMU undergraduates to the CERN lab in Geneva, Switzerland, location of the Large Hadron Collider, the world's most powerful particle accelerator.

Dedman School of Law created an externship program for its students to work at an international court. Five students participated at the International Criminal Tribunal for the former Yugoslavia, one student clerked for the European Court of Justice, and one student was an extern at the Inter-American Commission on Human Rights.

Dedman Law has a continuing arrangement with The Academy of International and Comparative Law. It gives three hours of credit to students who are enrolled in the academy's summer program and who are then accepted into the law school's LL.M. program for foreign lawyers.

The Meadows School of the Arts has implemented its agreement with HEC Montreal and SDA Bocconi in Milan to offer a joint program for a master's degree in international arts management.

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

The Cox School has added a course on doing business in the EU, which includes a trip to London and Paris.

Dedman College reviewed its area studies curriculum, making significant changes to be implemented in fall 2013. The Clements Department of History added an endowed chair in Latin American history, as well as an assistant professor who teaches African history. The Sociology Department hired a visiting professor to teach a course on global society, and the Women's and Gender Studies program created a course in gender and human rights with a global perspective.

The Dedman School of Law offers numerous courses with a global focus, including international trade law and the developing world, doing business in China, international and comparative health law, international crimes, international environmental law, and international intellectual property.

The Perkins School, after strategic hiring, now has a sufficient number of faculty to offer a Perkins degree with classes taught in Spanish.

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

In the 2012-13 academic year, 52 of SMU's 421 student-athletes were international students (12.4 percent), compared to 11.8 percent for the University.

Applications from students categorized as noncitizens increased by 64.4 percent in 2012. Much of this increase resulted from better efforts to capture the correct status for undocumented students. In addition, SMU saw a significant increase in applications from students in China – a trend common among the nation's leading universities. Countries from which SMU received more than 100 applications include China and India. Mexico and Panama brought more than 50 applicants. Those countries sending at least 25 applicants include Saudi Arabia, Honduras, Nigeria, Canada, United Arab Emirates, and Great Britain (in descending order). Latin America remains a strong market for SMU, as are the most populous countries in Asia.

Outside the United States the selectivity and prestige of SMU are even more critical to successful recruitment. In the last two years, the admit rate for international students has decreased from 67.0 percent in 2010 to 49.1 percent in 2011 to 42.7 percent in 2012. Traditional academic measures are difficult to use for international students because ranking and grading patterns are inconsistent. As well, many international students do not submit SAT/ACT test scores. In 2012, 72.4 percent of completed international applications included SAT/ACT scores, up slightly from 68.7 percent in 2011, but only 41.5 percent of enrolled international students had submitted SAT/ACT scores in 2012, compared to 44.1 percent in 2011.

In 2012 the three admissions staff who have international admission as their territory visited 19 countries throughout Europe, Asia, the Middle East, and Latin America. Taking advantage of smaller group travel more than structured tours, the international recruiting team was able to associate with similar universities to reach students more effectively and have better opportunities to talk about SMU outside of a traditional college fair.

Looking forward, SMU hopes to broaden its reach in international recruitment by prioritizing countries and involving recruiters from individual schools. For 2013, SMU hosted a successful preview in Panama, added India back to its schedule, and made important connections in China. For 2014, SMU hopes to return to Mexico, a leading market for SMU that dwindled after ceasing travel there for security reasons. SMU also will host its first previews in China and will participate in a conference and fairs sponsored by the prestigious World Leading Schools Association. The WLSA has invited approximately 25 to 30 of the most prestigious U.S. universities to participate, and SMU is among them.

In the Cox School, international students accounted for 18 percent of the students in the Full-Time M.B.A. program, 54 percent of the students in the M.S. in Finance program, and 20 percent of the students in the M.S. in Accounting program.

Dedman School of Law hosted visiting professors from Egypt, Israel, Germany, and India. As in past years, Dedman hosted a Japanese judge, designated by the Supreme Court of Japan, to study at SMU. In addition, the law school regularly hosts a visiting scholar from abroad to conduct research; this year the visiting professor was from China.

The Lyle School of Engineering increased its international students to 270, compared to 261 last year, and it increased international graduate applications to 901 from 722 last year.

OBJECTIVE FIVE: Strengthening of international studies within the overall curriculum

Within the Interdisciplinary Institute in Dedman College, a project called “Framing Africa” was launched. This project will bring together a dozen faculty whose research focuses on Africa, so that the college can develop a coherent African Studies program around several specific themes.

The Simmons School offers courses in the Master of Liberal Studies program, as well as dispute resolution and counseling, in Israel, Italy, India, and Ireland in order to enhance the graduate student experience. Further, Simmons has collaborated with the University of Alabama to establish an international comparative higher education experience for graduate students in the Higher Education Leadership program. Six students traveled to the Netherlands and Belgium as part of this collaboration.

CONCLUSION

In 2012-13 SMU continued to make tangible progress toward the goals and objectives of the Centennial Strategic Plan. Increased rankings of the overall University and several individual academic schools or programs, ever-improving SAT scores of admitted students, and a significant increase in the number of endowed chairs and professorships are all moving the University toward our aspirations in these and other areas. With two more years to address these and other goals of the Strategic Plan 2006-2015, the University will benefit from remaining focused and diligent in its efforts.

Aiding in these efforts, the opening of the George W. Bush Presidential Center will not only dramatically increase the visibility of the University nationwide, it also will help to increase the opportunity for cross-disciplinary work at the University and joint programming with the Bush Institute. These opportunities will, over the years, help meet a number of goals of the Strategic Plan.

With great trustee and volunteer support, The Second Century Campaign, scheduled to run through December 31, 2015, has continued to maintain an accelerated pace. For the goals of this plan to be met, the success of this effort cannot be overstated. With the continued support of our alumni, board, and friends, the remaining 2-1/2 years of the campaign will be very important in reaching our goals.

In conclusion, the Centennial Era (2011-2015) continues to provide a great opportunity to call attention to SMU and to reaffirm our commitment to enhance the stature of the University, providing a great foundation for the University's second century.

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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, genetic information, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender identity and expression. The Associate Vice President for Institutional Access and Equity has been designated to handle inquiries regarding the nondiscrimination policies.
September 2013

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