

2013–2014 PROGRESS REPORT

FOR THE

CENTENNIAL STRATEGIC PLAN

2006–2015



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INTRODUCTION

This is SMU's eighth 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. Following a year dominated by the planning and execution of the opening of the George W. Bush Presidential Center, it was important during the 2013–14 academic year to maximize the benefits of this historic project and the momentum it helped to accelerate. Fortunately, major goals were achieved as we reached the initial goal of the campaign. We exceeded the goal of an average SAT score of 1300 for first-year students, we opened the new Moody Coliseum, and we cut the ribbon for the new Residential Commons complex. Therefore, we are very proud that progress continued unabated on the goals and objectives of the Strategic Plan, as will be detailed herein.

This Progress Report is being presented to the Board of Trustees at its September 12, 2014, meeting and will then 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, faculty, alumni, 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.

It is also important that the academic and external communities become more aware of SMU's increasing quality. To that end, DEA/Public Affairs increased visibility of SMU's academic quality through publicity in external media and constituent communications. SMU appeared in more than 980,541 media stories, an all-time high, with most of them focusing on faculty expertise. All social media measurements increased as well.

DEA/Public Affairs expanded SMU's reputation as a community asset by co-hosting events for discussions on current issues with *Texas Monthly*, *The Texas Tribune*, and the Dallas Convention and Visitors Bureau.

To draw attention to SMU's heritage, current achievements, and forward movement, DEA continued The Second Century Celebration, focusing on the Year of the Library, commemorating the hiring of SMU's first librarian in 1913. Events and programs highlighted library resources and funding priorities. In summer 2013 the Central University Libraries hosted an exhibit including George Washington's personal copy of the *Acts of Congress*. This exhibition was co-sponsored by the George W. Bush Presidential Library and Museum, the National Archives and Records Administration, the Mount Vernon Ladies' Association, and SMU's DeGolyer Library. At Homecoming SMU welcomed parade grand marshal Bill Joyce, SMU alumnus and noted author and film producer, and hosted related events, including his visit to a West Dallas school.

DeGolyer presented a centennial exhibition highlighting its collections, and DEA published *The SMU Libraries at 100* book featuring 100 treasures from the SMU libraries.

During 2014, the Year of the Faculty: Celebrating World Changers was launched, noting the 100th anniversary of the recruitment of SMU's faculty. A special website highlights faculty accomplishments and features memories of favorite faculty submitted by alumni. During Founders' Day a Centennial Faculty Salute was held to honor faculty past and present, including a commemorative photograph, a reception at which lapel pins were presented, and a review of faculty accomplishments at the annual President's Briefing. A centennial resolution from the Board of Trustees honoring faculty was presented to the president of the Faculty Senate by SMU Board Chair Caren H. Prothro. Faculty are featured in exhibits in Centennial Hall, as well as in *SMU Magazine*, the SMU Annual Report, and other materials.

The Second Century Campaign made considerable progress toward the goal of faculty enhancement in its sixth public-phase year ending May 2014, with commitments in excess of \$874 million. To date, the campaign has funded 35 new endowed faculty positions, bringing the total number of substantially endowed faculty positions to 97.¹ To date, the campaign has funded 38 centers, programs, institutes, schools and academic

¹ The Judge James Noel Dean and Professor of Law; The Leon Simmons Endowed Deanship; The Bobby B. Lyle Endowed Centennial Distinguished Chair in Cyber Security; The Jerome M. Fullinwider Endowed Centennial Chair in Economic Freedom; The Leah Young Fullinwider Endowed Centennial Chair in Music Performance; The Linda P. and William A. Custard Director of the Meadows Museum and Centennial Chair in the Meadows School of the Arts; The Martha Raley Peak Endowed Centennial Chair and Director of the Meadows Symphony Orchestra; The Annette and Harold Simmons Centennial Chair in Education Policy and Leadership in the Annette Caldwell Simmons School of Education and Human Development; The Patsy and Ray Caldwell Centennial Chair in Teaching and Learning in the Annette Caldwell Simmons School of Education and Human Development; The Jeremy duQuesnay Adams Centennial Professorship in Western European Medieval History; The Ruth and Kenneth Altshuler Centennial Interdisciplinary Professorship in Cities, Regions and Globalization; The C. Vincent Prothro Distinguished Chair of Biological Sciences; The Texas Instruments Distinguished Chair in Engineering Education and Director of The Caruth Institute for Engineering Education; The Endowed Distinguished Research Chair in Art History; The Laurence and Catherine Perrine Endowed Chair in English; Endowed Chair in Bankruptcy and Commercial Law; The Robert C. Womack Endowed Chair in Engineering; The Karl Kilinski, II Endowed Chair in Hellenic Visual Culture; The Kleinheinz Family Endowment for the Arts and Education Endowed Chair in Art History; Endowed Chair in New Testament in Perkins School of Theology; The Bobby B. Lyle Endowed Professorship of Entrepreneurial Studies; Endowed Professorship of Finance; The Fabacher Endowed Professor of Alternative Asset Management; The David B. Miller Endowed Professor in Business; The Glenn Linden Endowed Professorship; The Ruth Collins Altshuler Endowed Professor and Director of the Interdisciplinary Institute at SMU; The Richard Arnold Endowed Professor; The Les and Amy Ware Endowed Professorship in Dedman School of Law; The Bobby B. Lyle Endowed Professorship of Engineering Innovation; The Bobby B. Lyle Endowed Professorship of Leadership and Global Entrepreneurship; The William T. and Gay F. Solomon Endowed Professorship in Engineering and Global Development; The Marriott Family Endowed Professor; The Wendland-Cook Endowed Professorship in Constructive Theology; The Glenn Simmons Professor of Applied Physiology and Human Development in the Annette Caldwell Simmons School of Education and Human Development; The Mary and Richard Templeton Endowed Centennial Chair of Electrical Engineering

endowments,² and 501 endowed scholarships. Seven capital projects have been completed.

GOAL ONE OBJECTIVES

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

During 2013–14, The Second Century Campaign added three new endowed faculty positions: The Bobby B. Lyle Endowed Centennial Distinguished Chair in Cyber Security, The Martha Raley Peak Endowed Centennial Chair and Director of the Meadows Symphony Orchestra, and The Mary and Richard Templeton Endowed Centennial Chair of Electrical Engineering.

Aimed at promoting the expertise of SMU faculty, Public Affairs helped SMU become known as a source of information for media coverage of the 50th anniversary of the JFK assassination. Interviews and programs with faculty resulted in more than 1,000 stories in media ranging from the BBC and NBC News to *Le Monde* and *The New York Times*. Highlighted in particular were the resources of SMU’s Center for Presidential History and the John Goodwin Tower Center for Political Studies in Dedman College.

SMU hired 28 new tenured or tenure-track faculty in 2013–14, including two new

² Art History Department support and new Ph.D. degree program; The Bishop Alonzo Monk Bryan and Twila Stowe Bryan Methodist Studies Endowment; The Budd Center for Involving Communities in Education; The Caruth Institute for Engineering Education; The W. W. Caruth, Jr. Child Advocacy Clinic in Dedman School of Law; Center for Presidential History; Center for Teaching Excellence; Chemistry Department Research; Darwin Deason Institute for Cyber Security; Dedman College Interdisciplinary Institute; Embrey Human Rights Program and new Bachelor of Arts degree program; EnCap Investments & LCM Group Alternative Asset Management Center; Kirby Gray Fund; Hamon Arts Library Special Collections Endowment; The Nancy B. Hamon Special Collection Endowment Fund; Hart Institute for Engineering Leadership; Roy M. Huffington Department of Earth Sciences; Hunter and Stephanie Hunt Institute for Engineering and Humanity; Judge Elmo B. Hunter Legal Center for Victims of Crimes Against Women; Institute for Evidence-Based Education; The Don Jackson Center for Financial Studies; The Jeanne R. Johnson Piano Guest Artist Endowment; Robert Van Kemper Endowment Fund for Research in Social and Cultural Anthropology; The Kitt Investing and Trading Center; Penny and Paul Loyd Center for the Academic Development of Student-Athletes; The Chauncey Lufkin Endowed Academic Excellence Fund; Bobby B. Lyle School of Engineering; O’Neil Center for Global Markets and Freedom; C. Vincent Prothro Biological Sciences Initiative; The Louise Ballerstedt Raggio Women’s Studies Program Endowment; Research in Mathematics Education; The Serafy Foundation Endowed Engaged Learning Fund; Annette Caldwell Simmons School of Education and Human Development; The Paul D. Smith, Jr. and Patria Agustin-Smith Endowment for Global Theological Education; The Sarah Kahn Toplitz Violin Studio Endowment Fund; Tower Scholars Program; VanSickle Family Law Clinic; The Women’s and Gender Studies Endowment Fund

deans – in Dedman College and in Dedman School of Law. Eight are full professors with tenure, three are associate professors (two with tenure), and 17 are tenure-track assistant professors. These new hires include highly regarded faculty who left tenured or tenure-track positions at other distinguished universities, among them Washington University in St. Louis and Wake Forest University.

New hires in the Cox School of Business include those with doctorates from the University of Chicago, Yale University, and Columbia Business School. In Dedman College new hires hold doctorates from USC, the University of California at Berkeley, and the University of Chicago. The incoming Dedman College dean has a Ph.D. from Cornell University. The new law school dean received her J.D. from Harvard School of Law.

The Lyle School added faculty with doctorates from UCLA, the University of Wisconsin, and the University of Arizona. New faculty in Meadows School of the Arts have doctorates from the University of California at Berkeley, Texas A&M, and UCLA. The Perkins new hire holds a doctorate from Duke University, and new faculty at the Simmons School include those with doctorates from The University of Texas at Austin, Stanford University, and Vanderbilt University.

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

The Office of Information Technology (OIT) re-engineered the payroll/general ledger interface for the Grants and Contracts office to better support the work of research faculty. OIT also increased Internet bandwidth capabilities by tenfold to support the growing demand of faculty research activities.

With regard to faculty compensation, the following table compares average SMU faculty salaries at the beginning of the 2013 academic year with those at our aspirational³ and cohort universities.⁴

	SMU	Cohort Schools	Aspirational Schools	SMU% Cohort	SMU% Aspirational
Professor	\$146,000	\$139,273	\$151,291	104.8%	96.5%
Associate Professor	\$100,300	\$98,745	\$101,464	101.6%	98.9%
Assistant Professor	\$97,900	\$82,355	\$89,318	118.9%	109.6%

Source: AAUP Faculty Survey

Once again SMU salaries for all faculty ranks are above the salary levels of the cohort group average. In reviewing last year's data, SMU gained ground this year in every professor level when compared to the aspirational schools. Continuing the trend from prior years, SMU is above average in assistant professor salaries when compared to both cohort and aspirational schools. The data indicate that SMU remains very competitive in attracting exceptionally talented young faculty. This talent is confirmed by a review of the universities from which these new faculty members received their doctorates.

To monitor school and department salary increases, each year the Office of the Provost reviews with the deans the proposed salary adjustments for each full-time faculty member, including lecturers and professors of practice. This review includes evaluating teaching and scholarly production as well as any notable imbalances in salaries between similarly situated faculty, due to the historical and institutional structures that have caused salary disparities to grow over time.

³ 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

⁴ 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.

This review is aided by the work of President Turner's Commission on the Status of Women at SMU, which notes women's salaries that seem low given time in service and when compared to the salaries of men who are similarly situated. This process, which informs discussion among the associate provost and deans, has resulted in adjustments being made. Commission members noted this year that far fewer pay inequities between women and men exist now than in the recent past.

This year the Office of the Provost authorized substantial salary increases to retain two women and agreed that one woman would receive an endowed chair if she remained at SMU. The University also rewards faculty promoted to associate professor with tenure with merit increases of \$5,000 and salary increases of \$10,000 for those promoted to full professor. The schools also provide generous research stipends for faculty summer projects.

The provost's Office of National Fellowships and Awards assisted in nominating faculty for well-known, competitive, and visible national fellowships and awards. Highly prestigious awards won by SMU faculty in 2013–14 included election of a Fellow of the American Association for the Advancement of Science, two Faculty Fulbright Scholar awards, a National Endowment for the Humanities Summer Stipend Award, and a Ralph E. Powe Junior Faculty Enhancement Award from the Oak Ridge Associated Universities. In addition, a record of 10 faculty received Sam Taylor Fellowships. Notable and prestigious national book awards to faculty included the American Association of Colleges and Universities' Frederic W. Ness Book Award for contribution to the understanding of liberal education, the American Academy of Religion's Best First Book on the History of Religion Award, and the American Historical Association's John H. Richards Prize for most distinguished work of scholarship on South Asian history.

As we continued to improve the quality of the faculty, we also were able to make progress in hiring and retaining a more diverse faculty. For example, two women were hired at the professor level – one is the new law school dean and one is in the Lyle School, where more women faculty are needed. Also in Lyle, the new director of the

Hunter and Stephanie Hunt Institute for Engineering and Humanity is a woman. In addition, two women currently on the faculty received endowed chairs this year, one in Dedman Law and one in Simmons; the new law school dean also holds an endowed chair. This year 62 percent of new assistant professors are women, and 33 percent of associate professors are women. SMU hired nine minority members – two Hispanics and seven Asians – as tenured or tenure-track professors. In this group Cox School of Business recruited four new faculty members, one of whom is a woman and three who are Asian. Dedman College hired five new faculty, of whom three are women. The only Dedman Law new hire this year was the new dean. Lyle hired five new faculty this year, appointing one woman as a full professor and adding three Asians as professors. Meadows recruited four new faculty, three of whom are women. Perkins hired a new male professor. Simmons welcomed five new faculty to the School: one Hispanic male and four women – one Hispanic, one Asian, and two Caucasians.

Tenure and promotion statistics also support the University's continuous efforts to improve quality as we also diversify the faculty. This year 11 faculty received tenure. Six are women and two are Asians. Eight faculty were promoted to full professor, three of them women. In the last two academic years, SMU has promoted nine women to full professors, compared with three women being promoted to full professors in the preceding three years.

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

The average SAT score for the fall 2013 entering first-year class reached an all-time high of 1302, exceeding the goal of "1275-1300 by 2015" two years ahead of schedule.

For the first time in SMU history, the number of completed undergraduate applications exceeded 12,000, thus achieving another goal of the Strategic Plan two years ahead of schedule. For 2013 SMU received 14,099 first-year applications, of which 12,082 were

completed, a 7.7 percent increase over 2012. The first-year admit rate fell to 50.7 percent for fall 2013, from 53.8 percent the year before. This decline has come from the continued effort to increase both the applicant pool overall and the number of completed applications. For 2013 the application completion rate reached 85.7 percent, compared to 82.5 percent in 2012.

The Office of Admission continues to work toward lowering the admit rate to below 50.0 percent and has put plans in place that should improve progress. SMU also must take into account that, as it competes for more talented students with the nation's most prestigious colleges, SMU's admitted students have more choices in both admission and scholarship funding. As a result, the Office of Admission must make more offers of admission to compensate for a decline in the yield rate (percent of admitted students who enroll).

A larger number of new transfer students in fall 2013 provided increased net tuition revenue. The University's ability to attract and enroll a larger transfer population is important. In fall 2013 SMU welcomed 333 new transfer students, improving slightly on the previous year's record of 327.

The transfer class contributes greatly to campus diversity and globalization. Among the new transfer students, 32.4 percent represented diverse ethnic backgrounds (compared to 26.2 percent for first-year students), and 13.2 percent of new transfers were non-U.S. citizens (compared to 4.5 percent for first-year students).

The Office of Admission also has made significant enhancements to its operations. For the 2013 recruiting cycle, the Office of Admission reorganized staff into four strategy teams that align with the enrollment goals: honors and schools, multicultural recruitment, transfers, and campus visits. In addition, SMU now has a paperless application and admission review process (entirely electronic) to provide better and timelier information to applicants. A new dashboard-style report allows administrators to track more efficiently the progress of admission and recruitment efforts, allowing administrators to make important decisions more quickly and accurately.

Another critical component of SMU's success in attracting high-achieving students has been its ability to leverage a limited but important merit-based and need-based aid program. During the 2013 recruiting cycle, SMU engaged the assistance of nationally renowned financial aid modeling consultants at Hardwick Day. With their assistance SMU developed enrollment and financial aid models that better align the use of financial aid with the goals of the University. The partnership with Hardwick Day provided a robust enrollment prediction model that, when combined with the Office of Financial Aid's own models, greatly enhances the ability to forecast enrollment based on academic quality and level of financial need. Because of this new model, SMU achieved the average SAT score of 1302 while giving fewer scholarship offers to the first-year class. In 2013, 57.9 percent of entering students received merit-based scholarships, down from 63.5 percent in 2012, even as the academic profile of the class improved significantly – in fact, more so than in any previous year.

The Offices of Admission and Financial Aid continued to develop targeted scholarships to meet University goals and attract a talented and diverse class. Mustang Awards assisted in recruiting students from underrepresented backgrounds or with underenrolled majors. Members of the Board of Trustees also helped by providing more than \$250,000 in scholarship funds to strengthen SMU's ability to achieve an average SAT score of 1302 in the final days before the National Candidate Reply date of May 1.

Each year the Office of the Provost promotes students for academic awards. This year, with support from the provost's Office of National Fellowships and Awards, all three candidates nominated by SMU for the Truman Scholars program were invited to the finalist interview, and one was named a Truman Scholar. Among many other awards, SMU students won two Fulbright Grants (South Africa, Poland), with a third student as alternate (Switzerland); one Fulbright U.K. Summer Institute fellowship; one Barry Goldwater Scholar and two honorable mentions; two Gilman Scholarships; one Mensa Scholarship; one Udall Scholar Honorable Mention; two French Government Teaching Assistantships; and one Japan Teaching Exchange Program fellowship. An SMU student

received the Marron Award for Historical Analysis from the National Center for the Study of the Presidency and Congress.

An important tool in promoting retention, the Altshuler Learning Enhancement Center (A-LEC) expanded its grade-tracking system to focus particularly on the Mustang Academic Bridge Scholars Program participants, student-athletes, and undeclared majors on probation. Services include tutoring, Writing Center visits, appointments with learning specialists or academic counselors, academic coaching, and test proctoring for students eligible for Disability Accommodations and Success Strategies, with a goal of at least 15,000 contacts per year. Last year A-LEC had a total of 16,200 contacts. The new goal is to raise contacts by 500.

In addition to the efforts of the admission and provost offices, the schools/college are adding to SMU's recruitment progress. In the fall 2013 entering class at Cox School of Business, there were 122 BBA Scholars with an average SAT score of 1439. In addition, the number of pre-business students (BBA and non-BBA Scholars) is growing, with the applicant pool reaching 4,147 in 2013, up almost 900 from the previous year. Cox provided scholarships to many of the BBA Scholars. The following table shows the increase in scholarship funding for all BBA Scholars (not just the first-year students).

Year	Number of BBA Scholars Receiving Scholarships	Total Amount of Scholarship Dollars Awarded to BBA Scholars
Fall 2013	317	\$1,641,805
Fall 2012	257	\$1,410,852
Fall 2011	208	\$1,083,122

The Cox full-time MBA program increased the number of applicants and matriculants this year, along with the average GMAT score and percentage of international students in the class. The master's degrees in Finance and Accounting had fewer students matriculate compared to last year, and Finance saw a decrease in the average GMAT score and international student participation. The Accounting program increased its average GMAT score from 683 to 689, but it enrolled 20 fewer students.

The Dedman College Scholars Program, now in its fifth year, has awarded scholarships to 44 Dedman undergraduate students. Majoring in departments across the College, these students represent the highest caliber of SMU undergraduates. Among the benefits of this program, first- and second-year students are introduced to key services and people at SMU and in the city of Dallas, while upperclass scholars engage in independent research through numerous individual distinction projects, as well as in SMU's science laboratories.

Dedman College also combined its two former residential programs (Hilltop Scholars and New Century Scholars) into one curriculum-based academic program targeting high-achieving students interested in leadership and/or service. Participation is by invitation only, classes taken in the program will satisfy various University Curriculum requirements, and Dedman faculty will play a central role in these efforts.

In the Department of English several Ph.D. students have received prestigious grants and fellowships to do important archival research for their dissertations: one to the Huntington Library, one to the Massachusetts Historical Society, one to the Ibsen Archives in Norway, and one to Chawton House Library in England.

Dedman School of Law has been able to withstand the nationwide precipitous drop in the number of students interested in pursuing a law degree. For 2013–14 the law school experienced a small decrease of 22 in J.D. enrollments. At the same time, the law school's median undergraduate GPA and the median LSAT scores for the 2013 entering class were extremely strong. The overall median LSAT score for all entering students was 162 (the 85.3rd percentile). This is the second highest LSAT in the last 10 years. The overall median GPA for all entering students was 3.63.

In addition, the Dedman Law Scholars program began in fall 2013. This requires a \$30,000 donor commitment paid over three years. So far the law school has secured 18 commitments, two of which have been funded by the faculty and senior staff. When all funding is received, this effort will amount to \$540,000 for scholarships.

To improve the recruitment and retention of Lyle students, the School initiated a new integrated marketing campaign, including a redesigned and updated website. Lyle implemented a peer-to-peer communication strategy, mailing more than 16,000 post cards and sending more than 12,000 e-blasts on 14 separate topics. Lyle has increased its applicant pool by 335 percent since 2005 and by 200 percent since 2009. It also has raised \$2.7 million in newly endowed scholarships and \$1.52 million in general scholarship funds since the adoption of the School's strategic plan.

Lyle has added several retention programs that include tutoring and various activities to make the atmosphere at Lyle exciting and energized. Consequently, Lyle's retention rate has increased to 87.8 percent for 2013 from 74 percent in 2007.

Meadows has accepted its seventh class of Meadows Scholars, four of whom are also President's Scholars. The new class of 33 Meadows Scholars is the largest to date and has an average SAT score of 1408, a bit down from 1410 last year. The community of Meadows Scholars totals approximately 104 current students. The 2014 "Meadows at the Meyerson" event raised more than \$745,000 in scholarships for the Meadows Scholars program.

Meadows' award-winning "Start a Movement" campaign continues to enhance the ability to recruit, retain, and graduate academically and creatively gifted students. From May 2013 to May 2014, the Meadows website has had more than 220,000 unique visitors and nearly one million page views. Meadows increased its social media audiences by 50 percent.

In spring 2014 a new ranking of U.S. programs in religion listed the graduate program in Religious Studies among the top 10 in the country, above those at Emory and Duke. Housed administratively at Perkins School of Theology with degrees awarded through Dedman College, the program is a charter member of the Hispanic Theological Initiative Consortium, which provided support to the doctoral students.

Simmons offered 16 stipends and 13 tuition waivers for doctoral students; a total of 14 doctoral students enrolled for 2013–14. Simmons doctoral students will receive three years, rather than two, of full funding, enabling them to work more closely with the School’s research faculty, with the aims of improving students’ research productivity and of placing more Simmons graduates in tenure-line faculty roles and in positions with leading research organizations nationally.

Simmons students participated in the 2014 Graduate Mediation competition at Kennesaw State University in Georgia and once again finished as the No. 1 program in the country. Through The Writer’s Path, the Simmons noncredit creative writing program, four students are working with book agents, and one of them is waiting on a book contract.

In 2013 in the Department of Athletics, 31 student-athletes earned SMU honors recognition in the fall semester, meaning, at minimum, each ranked in the top 15 percent of the student body. In addition, 202 SMU student-athletes were named to the Athletic Director’s Honor Roll for earning GPAs of 3.0 or higher in the spring semester, and 181 student-athletes currently maintain a cumulative GPA of 3.0 or better – an achievement by almost one-half of the student-athlete population. More than 70 SMU student-athletes walked across the stage to receive degrees at graduation. Three SMU teams rated a perfect 100 percent in the latest round of NCAA Graduation Success Rates (GSR), with 12 of 15 rated SMU programs scoring greater than an 80 percent GSR. SMU also had three programs score a perfect 1000 in Academic Progress Rates for the 2012–13 academic year. All of SMU’s teams met the NCAA requirements.

In partnership with the Office of Admission, Integrated Marketing in Public Affairs increased communications with prospective students and parents and expanded personalized communications with high school counselors. To support a targeted effort to recruit prospective Chinese students, additional communications on the college and schools, in both English and Chinese, were developed for a recruitment trip and other outreach activities.

To showcase a unique campus resource, content in online and print materials for external audiences included stories about Bush Institute programs involving SMU students, such as the Global Health Initiative trip to a medical clinic in Zambia with an SMU professor, who is a Bush Institute Fellow, along with President and Mrs. Bush.

Through The Second Century Campaign, DEA added 501 new endowed scholarships – an increase of 127 from last year. Operational gifts in support of scholarships also have increased each year, reaching a seven-year high of \$8,831,679 in FY14. Many of these endowed and multiyear annual scholarships have been secured with assistance from Campaign Steering Committee volunteers working with SMU fundraisers.

Philanthropic giving by parents to all areas of the University, including scholarships, also increased this year. Through April 30, cash gifts received from 2,246 parent donors totaled \$5,357,556, up from \$3.4 million in FY13.

The Student Recruitment Volunteer program allows alumni to assist in the University's recruitment efforts in their local areas. They represent SMU at local college fairs, correspond with prospective and admitted students, and attend events for prospective and admitted students. About 150 alumni in 47 cities, 30 states, and five countries volunteered. In all, these alumni contacted 1,940 admitted students; 369, or 19 percent of the students contacted, enrolled at SMU by the May 1 college decision deadline.

The Office of Information Technology (OIT) implemented new student information system enhancements. These included adding imaging capabilities to automate transfer student transcripts, updating workflows for financial aid, enhancing the online testing appointment application for the Altshuler Learning Enhancement Center, and improving the process to submit and maintain incomplete grades. OIT also increased the wireless network (Wi-Fi) capacity in the residence halls.

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

In the past year, SMU's coaches in cross country, men's golf, and diving were named AAC Coaches of the Year. SMU track and field coaches were named AAC Women's Staff of the Year at both the Indoor and Outdoor Conference Championships.

By recrafting an existing position, DEA/Public Affairs was able to appoint a director of community outreach to enhance SMU's presence and appreciation in the region. DEA/Public Affairs communications projects supporting University priorities won five awards for excellence from the Council for Advancement and Support of Education, Division Four.

The Office of Police and Risk Management (OPRM) and Human Resources (HR) continued training on the University-wide Protection of Minors program. OPRM also partnered with HR and the Dallas Children's Advocacy Center during Risk Management Week in November 2013 to offer additional training and strategies to SMU camp counselors and camp coordinators to ensure the safety of minors participating in University programs.

HR promoted Compass Professional Health Services via blogs, a newsletter, and new employee/faculty orientation, realizing more than \$375,000 in savings for the 2013–14 fiscal year. HR communicated and implemented changes to the pharmacy network and provided support to employees impacted by the change. HR conducted several information sessions: 16 "How to Choose the Right Medical Plan" sessions in fall 2013 on all SMU campuses with more than 300 attending; four Emeriti educational sessions for current retirees with 160 attending; and six retirement workshops with more than 240 attending.

A more aggressive approach to “retirement readiness” education and the efforts of the onsite retirement planning consultant resulted in: 1) an increase in 403(b) enrollments (for those eligible but not enrolled and those newly eligible); 2) an increase in “under age 30” voluntary contributions by 79 percent; 3) improved investment diversification in Portfolio Express and Target Date funds with 88 new enrollments; 4) increased enrollment in the “Auto Increase” website investment tool, up 37 percent; 5) improvement in the retirement outlook for participants with “Partly Sunny” or “Sunny” forecasts from 57.7 percent to 66.5 percent; and 6) four “Ten Minute Tip” sessions for various SMU departments with 42 attendees.

HR introduced the Healthy Outcomes project, conducted 790 onsite health check-ups, and received 17 additional primary care provider forms. HR implemented a new vendor for health screenings. SMU maintained its Fit-Friendly University designation and offered several well-attended wellness seminars on diet and exercise.

The placement goal set in 2013 for women in the senior administrative and academic officers job group was achieved. Progress was made in the placement goal set for minorities in the manager and administrators job group, and the placement goal set for minorities in the professional support services job group was achieved. Also, progress was made in the placement goal set for minorities in the athletic support services job group.

HR delivered two new courses on coaching and project management. HR staff became certified in Thiagi facilitation to design motivational and effective training programs. HR staff also renewed certification for “The 7 Habits of Highly Effective People” and “5 Choices to Extraordinary Productivity.”

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

Planning, Design and Construction continued the renovation plan for Fondren Library Center and Bridwell Library. In FY14 new commitments totaling \$3.5 million have been secured for SMU Libraries, including \$1.5 million from the Hillcrest Foundation and \$1.5 million from the Hoblitzelle Foundation, both for Fondren Library Center, and \$500,000 from an anonymous donor for Bridwell Library.

Perkins School of Theology continued efforts to secure funding to renovate Bridwell Library. Gifts received add to the commitment from the Bridwell Foundation of Wichita Falls, Texas, which committed a lead gift of \$7.5 million.

The Office of Information Technology completed an upgrade for the library system, including the addition of retirees as valid users.

As of May 31 the total volume count for the libraries is just over four million, with increases in online resources and digital items, including early American newspapers.

Joining the Center for Research Libraries has provided SMU with access to its collection of five million items and significant digital collections, particularly in newspapers, archival material, and foreign dissertations.

Central University Libraries (CUL) also expanded resources in national security, intelligence, and counterintelligence to support new faculty research areas.

Usage of the CUL facilities and services has increased in a number of areas, such as study room bookings, e-journal article downloads, and database searches.

In the Cox School of Business Library, librarian-led educational and outreach activities reached 5,784 students, faculty, staff, alumni, and visitors in 2013–14, an all-time high. Librarian interaction statistics have increased more than 200 percent over the last 10 years, starting from 1,840 in 2004–05.

In summer 2013 the business library was awarded a Friends of the SMU Libraries grant for the digitization of 136 Cox historical working papers.

Promoting the Year of the Library, DEA/Public Affairs worked with Central University Libraries to produce materials and achieve national coverage for exhibits. Public Affairs facilitated SMU's participation in the Mayor's Summer Reading Club programs, Highland Park/University Park library programs, and "Hail to the Chief" community day.

OBJECTIVE SIX: Fostering an open, collaborative, diverse community

Athletics recruits a diverse group of student-athletes. Just over 32 percent of SMU's student-athletes are minorities (129 of 399), compared to the SMU general student minority population of 25 percent (2,734 of 10,929).

DEA/Public Affairs expanded diversity outreach efforts in the Dallas community by arranging SMU's first-ever participation in Dallas' Martin Luther King, Jr., parade, providing information about MLK's historic speech at SMU, and promoting MLK recognition activities to the media.

Events that promote a diverse community, such as the India Student Association talent show, the Bhangra Blitz dance competition, the National Pan Hellenic Step Show, and the Persian Student Society Norouz Show, were held in McFarlin Auditorium.

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

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

from throughout the nation, is in its sixth year of operation as a collaboration between SMU and UT Southwestern Medical Center. Since the program's beginning in 2009, 53 PSTP students have matriculated at SMU. Two new PSTP initiatives were launched in 2014. At the Minority Training Research Forum, convened during spring break in San Juan, Puerto Rico, a select group of PSTP students presented their research findings to their peers. In addition, a new research training opportunity is being provided in Vancouver, B.C., Canada, to the 18 second-year PSTP students (rising sophomores), who will work with scientists in their laboratories. The Physician Scientists Training Program is increasing its impact on recruitment efforts at middle schools in the Dallas, Houston, and San Antonio areas.

The Mustang Academic Bridge Scholars Program has grown to a current enrollment of 92 students, who are potentially at risk academically during their first year in college. The average GPA for all first-year SMU students for fall 2013 was 3.16. The average GPA for first-year Bridge students in fall 2013 cohort was 3.17. In fall 2013, 37 percent of the Bridge first-year students earned a GPA of 3.5 or higher. The third-semester retention rates for participants in the program are in the 90th percentile: fall 2011 – 96.7; fall 2012 – 96; and fall 2013 – 91.1. The Bridge Scholars Program has expanded to include support for sophomores on declaration of majors, internship availability, and other information on the campus experience.

The Mustang Scholars Program is beginning its fifth year, targeting high-achieving multicultural students from Dallas ISD. In addition to receiving financial/scholarship support, these students participate in the Mustang Academic Bridge Scholars Program. To date, 40 students have matriculated at SMU through the Mustang Scholars Program, and nine more are scheduled to enroll in fall 2014.

The new Dedman College Interdisciplinary Institute sponsored two Fellows seminars aimed at fostering academic collaboration. The seminar on Global Early Modern Studies drew faculty and students from Dedman College and Meadows School of the Arts. A seminar on Religion and American Public Life: The Challenge of Pluralism included

faculty and students from Dedman College, Meadows, Perkins, the Center for Presidential History, and the Maguire Center for Ethics and Public Responsibility. The Institute also sponsored eight research clusters drawing University-wide participation. One cluster involved a co-organizer from UTD, another was organized by a staff member at the Bush Institute, and a third was organized by two undergraduates.

Also, the Dedman College Interdisciplinary Institute sponsored three “Young Scholars Luncheons” involving undergraduates who chose the topics and launched the discussions, attracting faculty, staff, and students from across the University.

Dedman School of Law presented several programs in collaboration with other Schools. Topics included civil rights and economic justice (with Perkins); work of the Warren Commission (with the John Goodwin Tower Center for Political Studies); cyber security (with the Lyle School of Engineering); and morality (with the Embrey Human Rights Education Program in Dedman College, SMU Amnesty International, the American Constitution Society, the International Law Society, the Human Rights Law Association, and the Muslim Law Students Association).

The Lyle School joined with Meadows School of the Arts, Dedman College, Simmons School of Education and Human Development, and Perkins School of Theology to host “Inside SMU Powered by TEDxSMU,” an interdisciplinary conference highlighting ideas and innovations from faculty, staff, students, and alumni.

The Lyle School’s Caruth Institute for Education and the Simmons School began collaborations involving STEM and K-12 programs. For the Lyle Business Advantage Program, the engineering school has partnered with Cox School of Business. Invited students are guaranteed a place in the Master of Science in Finance, Master of Science in Management, or Master of Science in Business Analytics fall 2018 entering class, provided they meet the requirements.

Simmons sponsored events titled “Sampling Simmons” for the campus community, donors, friends, and alumni. It included a panel discussion with a PBS “NOVA” producer and faculty on topics such as human speed, art in Italian cities, and the role that the brain plays in conflict.

At Perkins School of Theology a grant from the Luce Foundation made possible the appointment of two visiting scholars in the Center for the Study of Latino/a Christianity and Religions. One was Ambassador to the Holy See during the first term of President Barack Obama and the other a New Testament scholar at Vanderbilt.

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

Integration of the Taos campus is being advanced by construction of the Carolyn and David Miller Campus Center and the new Chapel at Fort Burgwin. The Center will be attached to the existing dining hall and will include seminar rooms, a media room, a large gathering hall, classroom space, and an outdoor plaza. The Chapel is located between the Miller Campus Center and the existing auditorium. Total commitments to SMU-in-Taos were approximately \$2.5 million.

Giving to Friends of SMU-in-Taos provides unrestricted annual support for the Taos campus. Donors to the Friends of SMU-in-Taos scholarship program provided \$136,854 in 2013–14 (figured on calendar year), supporting student scholarships and faculty course development. Scholarship recipients totaled 156 in 2014. A total of 80 donors participated in the Friends of SMU-in-Taos program, a slight decrease of 6 percent from the previous year’s participation.

Undergraduate participation in Taos academic sessions increased by 5 percent, with 92 students taking courses in May 2014, 63 in June 2014, and 103 enrolled in August 2014.

In addition, the Taos program offered a January term for the first time, with 56 participants. Including the January 2014 term, 314 students participated in Taos coursework this year, an increase of 27 percent over last year and a 46 percent increase over student totals from 2011–12.

The 2013 SMU-in-Taos Cultural Institute attracted 174 adult participants, up from 154 in the previous year. The Taos Cooperative Archaeology Project with Mercyhurst University continued in 2013 with 25 Mercyhurst students joining five SMU students in the SMU-in-Taos Field School. Summer 2013 marked the 38th year of SMU-in-Taos lectures for the local community, with 10 lectures. SMU also continued its collaborative fall lecture series with UNM-Taos and offered seven free public lectures in the Taos community auditorium in fall 2013. An estimated 1,675 people attended these summer and fall 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 partnered SMU undergraduates with a local school, separate retreats for President's Scholars and Hunt Scholars, a summer internship program for Cox students, a Ph.D. summer seminar sponsored by the English Department, and a Summer Writing Workshop offered by the SMU Creative Writing program. The Taos campus also hosted two courses in the Master of Science in Counseling program and two Continuing and Professional Education (CAPE) courses in July 2013.

Activity on the Taos and Plano campuses required that the Office of Police and Risk Management provide specialized equipment and processes for the two campuses, including communications and protocols, fire prevention education, and emergency management plans.

SMU-in-Plano served approximately 634 graduate students, down from 665 last year, through several programs leading to master's degrees and/or certificates in counseling, dispute resolution, and learning therapies, as well as video game development through The Guildhall at SMU. The Plano campus offered 374 graduate-level courses, nearly

identical to the number in the previous year; however, total course enrollments were down slightly this year, with 4,253 students compared to 4,333 last year.

In conjunction with its graduate programs, the Simmons School of Education and Human Development provided outreach services to more than 450 clients (down from 500 last year) through the Center for Family Counseling, the Center for Dispute Resolution and Conflict Management, and the Diagnostic Center for Dyslexia and Related Disorders – all housed at SMU-in-Plano. The Simmons annual two-week Advanced Placement Institute in July 2013 provided 457 teachers (down from 480 last year) with the opportunity to enhance their classroom skills.

For the fourth year Cox School of Business conducted its nondegree Graduate Marketing Certificate Program between January and June of 2014, with an enrollment of 47 compared to 27 last year. CAPE launched a nondegree Certificate in Social Media and Digital Communication in Plano during fall 2013 with an initial enrollment of 17 and offered several other noncredit courses and programs in Plano, including certificate programs in Paralegal Studies and Financial Planning.

The J Term program celebrated its fifth year in 2014, with 329 students (compared to 303 last year) enrolled in 30 courses on the Plano campus; in addition, J Term expanded to the Taos campus, with 51 students enrolled in nine courses. Between the two campuses, gross tuition totaled just over \$1.3 million (up from \$979,192 last year) and generated total net earnings of about 57 percent (down from 65 percent last year).

Under new leadership, the MayTerm program, offered on the Dallas campus the last two weeks of May, experienced significant growth from its inaugural year in 2013.

Enrollments grew from 139 students in 11 courses last year to 348 students in 25 courses this year. Gross tuition was just shy of \$1.2 million and generated total net earnings of about 71 percent. Of the 27 courses initially offered, 25 achieved sufficient enrollment.

The Undergraduate Curriculum (UC) office worked with directors of the Plano and Taos programs to challenge students' abilities to fulfill UC components at both venues. In addition to encouraging faculty to submit course proposals, this partnership has leveraged UC opportunities that are specific to the two sites.

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

SMU created Engaged Learning to assist students in developing projects that connect their classroom learning to real-world issues in practical settings. Participation is recognized on student transcripts as "SMU's most prestigious student engagement program." The first annual Engaged Learning Progress Report, published in summer 2013, is available online (smu.edu/engagedlearning).

In 2013–14, 75 students worked on Engaged Learning projects: 34 in research, 21 in community service, 16 in creative endeavors, and four internships. The projects spanned 20 countries, ranging from Bangladesh to Uganda; 27 projects took place in Dallas-Fort Worth. A total of 57 faculty and staff served as mentors.

Engaged Learning also sponsored seven student projects selected by the Clinton Global Initiative University Network. In late spring Engaged Learning also became the point of contact for SMU's Big iDeas program. Three Big iDeas projects were spotlighted at the Big iDeas Symposium: six first-year students offered college application advice to low-income high school students; two students began a shuttle service to and from the White Rock Local Market and outdoor activities at White Rock Lake; and five students began a program promoting literacy in low-performing schools.

In Dedman College various departments hosted speakers, symposia, and conferences open to the public. These included a Department of Economics workshop on Predictive

Analytics for Dallas high school STEM students, the Department of English Gilbert Lecture Series and three-day Literary Festival in March, and three Stanton Sharp Lectures in the Clements Department of History. The Interdisciplinary Institute resumed the Godbey Lectures with a panel discussion on modern Africa and a discussion on World War I.

In other projects with and for the community, the Department of Anthropology worked with refugee populations in Dallas. The department provided community service and analytical research to aid Ohkay Owingeh Pueblo, a federally recognized Native American tribe, to establish sovereignty rights and claim to water resources in the Chama Valley of New Mexico. SMU students linked archaeological materials directly to the ancestors of the Ohkay people, thereby establishing their prior use rights.

The Department of Earth Sciences deployed a seismic station network to study any link between seismic activity and oil and gas production in the Fort Worth Basin. Earth Sciences also operated seismic arrays in the United States and Korea for the Department of Defense as part of Comprehensive Test Ban Treaty Monitoring for nuclear nonproliferation.

The Department of Physics organized the QuarkNet workshop for high school physics teachers, which allows them to use real-world examples in their classroom to stimulate student interest. The SMU Physics Circus toured area schools presenting thought-provoking science demonstrations.

Dedman School of Law interactions with the Dallas community are being enhanced by two significant donations: \$5 million from Ray and Nancy Ann Hunt to create the Judge Elmo B. Hunter Legal Center for Victims of Crimes Against Women and a commitment of \$4 million from an anonymous donor to endow the VanSickle Family Law Clinic.

Lyle School of Engineering continued and improved its TEDxSMU and TEDxKids@SMU programs. Through TEDxSMU more than 3,000 people have attended

conferences with more than 125 speakers and performers. Free live video streams of TEDxSMU have reached more than 20,000 viewers since 2010.

TEDxKids@SMU was the first-ever TED event for youth, involving more than 2,000 middle school and high school students from more than 35 schools across North Texas. More than 3,000 hours of community service have been performed by TEDxKids attendees (community service is the cost of attendance).

Lyle created a free breakfast lecture series called “The Download @ Lyle,” featuring distinguished speakers from multiple departments within the School. The Hart Center for Engineering, in conjunction with the Society of Women Engineers, organized “She Networks She Wins” to launch relationships between female engineering students and women in technology.

Meadows School of the Arts established a high level of student community outreach. According to the 2013–14 Meadows graduation survey, 67 percent of Meadows graduating seniors reported having participated in one or more community outreach activities as undergraduates.

The Center for Art and Urbanism (formerly the Center for Art and Civic Practice) hired a director to develop and lead programs to integrate artistic practices with community engagement. The new director most recently led the New York City-based Hip-Hop Theater Festival, where he oversaw its transition to an organization fostering creative, multidisciplinary work through the hip-hop art and culture movement.

The Art History Division sponsored student internships in France, Italy, and Jordan as well as at the Bush Library. Students also volunteered at the Meadows Museum and Dallas Arboretum. In Arts Management and Arts Entrepreneurship, MA/MBA students worked with the Dallas Children’s Theater and the Global Cultural Districts Network on strategic planning projects.

The Creative Computing program in Meadows collaborated with the Bones Collective dance troupe to provide live, real-time projected imagery during the Aurora Dallas event, with more than 30,000 in attendance.

The Dance Division hosted events for Dallas that included dance classes for children at Klyde Warren Park.

The Film and Media Arts Division hosted and organized workshops for middle school and high school students at the Dallas Film Institute's summer film camp. Faculty members also attended screenings of high school students' work at the annual Dallas International Film Festival.

The Meadows Museum developed a special program for people with memory loss and their caregivers. The Museum engaged SMU music therapy students to design and implement the program. Students participated in a public presentation at the Museum and exhibited their works in a special culminating program.

Meadows Theatre Division students and faculty performed; served as assistant directors; and designed scenery, costumes, and lighting at the Dallas Theater Center, the Undermain Theatre, and the Second Thought Theatre. At Second Thought Theatre, division students served as assistant directors for a production awarded support from the 2013 TACA Donna Wilhelm Family New Works Fund.

The Perkins School of Theology joined the Highland Park United Methodist Church in hosting the fifth national symposium on "Theology and Disability," linking the study of disabilities from a biblical and theological perspective to church efforts to provide ministries for families with disabled children.

Simmons School of Education and Human Development received a naming gift for the Center on Communities and Education. Now called The Budd Center for Involving Communities in Education, the Center cultivates partnerships to improve school

outcomes in low-income communities and provides opportunities for SMU faculty and students to engage in related research and development projects. The Budd Center facilitated placing 145 volunteers in West Dallas for a range of services, including tutoring, mentoring, business consulting, and nonprofit management. Volunteers included faculty, staff, alumni, undergraduates, and graduate students. The Budd Center presented its annual education breakfast, co-sponsored by two community organizations, Momentous Institute and CitySquare. Simmons also hosted a college readiness workshop for Latino parents participating with the Dallas Concilio, a community partner.

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 in 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

The Office of Information Technology (OIT) added three new modules to the Learning Management System to facilitate the collection, analysis, and reporting of SMU student learning assessment data. OIT procured a campus-wide license for Qualtrics, an online research tool, to enhance quantitative research online. Further, OIT began a two-year pilot implementation of ExamSoft, a secure online testing system, enabling SMU faculty to deliver and grade exams securely in class using both computer and bubble-sheet technologies.

The Cary M. Maguire Center for Ethics and Public Responsibility recognized the civic leadership of Gail Griffin Thomas with its annual J. Erik Jonsson Ethics Award, given to individuals who personify the spirit of moral leadership and public virtue.

Through conferences and lectures, the Maguire Center drove the conversation of ethics on campus, providing opportunities for moral reflection on contemporary issues, including veteran affairs, business ethics, sports ethics, and public virtue. The Center also

sponsored Public Service fellowships for four undergraduate and four graduate students and supported the teaching, research, and publication initiatives of 11 SMU faculty members.

The Maguire Center concentrated this year on developing its Faculty Incentive Grant Program, which will raise \$500,000 for grants to 1) enhance existing ethics courses, 2) develop 24 new ethics courses, 3) develop a research ethics seminar for graduate students participating in federal grant research, and 4) increase faculty research publications related to ethics.

The SMU Center for Presidential History advances understanding of the American presidency. Through its research, five books are ready for publication by such publishers as Princeton University Press, Oxford University Press, and Harvard. The Collective Memory Project is producing a comprehensive history of the George W. Bush presidency, recording more than 30 interviews on subjects including the 2004 election, the first lady and East Wing diplomacy, judicial nominations, and faith in the White House. The Center presented 10 programs this year, ranging from a conversation on national security and civil liberties to a discussion about President Andrew Jackson to a consideration of President George Washington and slavery.

The John Goodwin Tower Center for Political Studies in Dedman College hosted several programs, including the Sixth Annual National Security Conference. The Center also obtained a grant from the Japan Foundation to host the Sun & Star Symposium every academic year and will provide scholarships for SMU students to study in Japan. The Center launched a new monthly seminar series highlighting the research of its more than 100 Fellows and associates. Several projects focused on U.S. politics, such as presidential crises (co-sponsored with the SMU Center for Presidential History and the George W. Bush Presidential Library).

The Tower Center developed a new undergraduate minor in public policy. The multidisciplinary minor pairs policy practitioners with SMU faculty to offer a curriculum that emphasizes critical thinking and analytical skills as well as professional training.

SMU's Center for Teaching Excellence (CTE) expanded support for new faculty by providing workshops on improving teaching. It continued its faculty learning communities, which are small peer-led faculty groups that explore a question, problem, or passion about a teaching topic.

CTE offered consulting with individual faculty and customized small group training for SMU departments. CTE also created an online resource designed specifically to help adjunct instructors become familiar with SMU policies, access materials on teaching excellence, and form a community to support one another. The CTE website was visited by 14,835 individual users, with a total of 31,433 page views. CTE's blog was visited by 3,006 users, generating 5,382 page views. CTE's Twitter account now has 185 followers, including university teaching centers from around the globe.

The Altshuler Learning Enhancement Center (A-LEC) increased its ability for intervention by expanding Grades First tracking to support students experiencing academic difficulties. A-LEC staff coordinates academic performance reports for student-athletes, Mustang Academic Bridge Scholars Program participants, and undeclared majors on academic probation. Last year A-LEC recorded more than 16,000 contacts with students each semester.

SMU participated in the Semester Online program offering classes to undergraduates, who joined students from universities such as Notre Dame, Washington University, and Emory. These courses required students to attend synchronous sessions at specific times and provided asynchronous materials for review prior to online class meetings. SMU faculty reviewed credit course offerings to guarantee quality. Twenty-three SMU undergraduates participated in this program during the fall and spring semesters.

However, the Semester Online group decided not to continue providing undergraduate courses after this first year.

Graduate online courses continued in several Schools such as Cox and Lyle. SMU is expanding its online presence by working with companies such as 2U and iDesign. At the same time, the Office of the Provost is monitoring expansion closely to ensure quality in pedagogy and learning. Future growth of an online curriculum will require investment in additional technology and faculty able to participate in this new market.

The Board of Trustees has approved a graduate online master's degree in data science in collaboration with 2U. Starting in 2015, this degree will be offered to students around the world and will be taught by SMU faculty from Dedman College, Lyle, and Meadows – a truly interdisciplinary effort.

At the master's level, Cox and Simmons began offering classes in the Master of Science in Sport Management program.

Dedman College was allocated space in SMU's Expressway Tower and, with financial support from the University, renovated that space for the consolidation and expansion of the Department of Psychology. The relocation of Psychology from Hyer Hall to Expressway Tower enabled the College to make space available for the Interdisciplinary Institute and the Center for Presidential History. Work began during the year to reconfigure space in Hyer to provide carrels for graduate students in economics, English, physics, and statistical science, among other areas.

Psychology students in the assessment practicum conducted no-charge psychoeducational evaluations for community members (testing for dyslexia, ADHD, and other learning issues). Evaluations are supervised and include written reports and in-person feedback to parents and educators. To date, more than 200 individuals, many school-aged children, have been evaluated. Equivalent evaluations in the private sector typically are billed at \$1,000 to \$1,500. The program currently has a waiting list almost one year long.

Graduate students enrolled in statistical consulting in the Department of Statistical Science offered their services to organizations in the community. Some program evaluations are provided free of charge to such nonprofits as Junior Achievement and Catholic Charities. Other evaluations are provided for business clients who pay a fee. Among them are Armstrong Energy Consultants and Six Flags Over Texas.

The Department of Anthropology began offering a new interdisciplinary major, Health and Society, for undergraduates interested in the practice and study of medicine in global and cultural contexts.

The Department of Physics offers a new Master Physics Teacher Certificate to address content deficiencies in some high school science teaching.

Dedman School of Law created a new Teaching Committee to provide faculty with information, support, and training on issues relating to teaching, including the use of technology, and to advise the administration on pedagogical issues. To continue upgrading technology in various areas of the School, Dedman Law replaced old LCD projectors with close-proximity projectors and installed two 70" LCD TVs in two meeting rooms.

In the Lyle School the Hunter and Stephanie Hunt Institute for Engineering and Humanity has teamed with the United Nations High Commissioner for Refugees to test water in refugee camps in sub-Saharan Africa. It has studied water supplies in several countries, including Uganda and Kenya. Lyle students have traveled to some sites. The water samples are tested and studied at SMU, and the results are sent to the United Nations. This and other Institute programs aim to prepare engineers to solve pressing humanitarian issues.

The Hart Center for Engineering Leadership organized its annual Lyle Engineering in the City Project. This initiative enables engineering students to apply their knowledge and skills in service to DFW with a community partner.

The Lyle School has developed a new professional Master of Science degree in Datacenter Systems Engineering, developed in consultation with executives and technicians from a range of companies in North Texas and beyond. This interdisciplinary degree is the first of its kind in the nation.

The Lyle School currently has nine classrooms furnished with commercial-grade equipment to record, store, and deliver graduate-level curricula to students in a distance education and/or flipped classroom format. During the 2013–14 academic year, the Lyle School recorded approximately 80 separate lectures each week, totaling more than 240 hours of material available weekly to students around the globe.

The Meadows School Center of Creative Computing used funds from a National Science Foundation grant, in conjunction with principal investigators at other institutions, to develop national and regional workshops and assessment instruments for the training of computing instructors. The training is based on the creative coding pedagogical approach developed in large part by the Center of Creative Computing.

The Meadows Division of Film and Media Arts added a new Master of Arts degree in Popular Film and Media Studies to prepare students for careers in the critical study of the motion picture, television, and related media industries.

Simmons launched new master's degrees in special education and sport management and continued the use of hybrid courses in the Department of Teaching and Learning, with approximately half of all coursework being offered with digital components. The School adopted a new concentration in sport performance leadership as part of the undergraduate major in Applied Physiology and Sport Management.

The Simmons School partnered with Teach For America (TFA) to develop an Alternative Certification program with an anticipated fall enrollment of 160 new TFA corps members.

Simmons also established a three-course master's specialization in the area of counseling for LGBT populations.

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 of the Department of Sociology in Dedman College and the Department of Dispute Resolution and Counseling in Simmons, which included external and internal evaluators and a site visit to meet with faculty and students. Both reports praised the faculty and the academic experience offered to SMU students, and both reports provided suggestions for improvement. The Academic Program Evaluation Committee and the provost reviewed the resulting reports, and the provost is considering the recommendations made.

The Office of the Provost has engaged the deans of the schools and the college for several years in a review and analysis of teaching evaluations. Several studies indicate that the construction of evaluation instruments does not take into account important factors such as subconscious bias against certain groups or the effect of class size on evaluations. In order to create the best evaluation instruments so that the University has a clearer picture of the quality of classroom pedagogy, the schools and the college have been asked to review the evaluation instruments. Several have begun the process, with Dedman College taking the lead. The College created a new evaluation instrument and tested it in a select group of departments last year. Results will be used to improve the evaluation instrument. The Dedman project is ongoing.

Six Lyle programs are preparing for reaccreditation. During this academic year four departments wrote ABET Self-Study Reports and compiled course displays and other materials to prepare for the onsite visit by the ABET accreditation team in October.

The Mechanical Engineering Department adopted a new undergraduate curriculum to go into effect in fall 2014.

Lyle implemented a new procedure to ensure that offsite programs are in compliance with SACS requirements, and SACS approved several locations.

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

The University Curriculum (UC), SMU's undergraduate general education program, is in its second year. All first-time, first-year students entering in 2012–13 and 2013–14 are on the UC, as are all first-year transfer students entering in 2013–14. Beginning in 2014–15, transfer students matriculating with more than 41 hours will be on the UC.

The Council on the University Curriculum has vetted and approved 1,233 specific UC components (credit-bearing courses and proficiencies plus experience requirements that do not bear credit); 436 different courses have been approved for UC pillars, with 86 double-counting pillars.

Under the UC, students may choose to satisfy several curricular requirements through sustained, out-of-class, reflected-upon activities to develop and demonstrate proficiency in such areas as oral communication, community engagement, human diversity, and global engagement. This curricular innovation rewards and encourages student initiative, allowing students to develop leadership skills and acquire real-world knowledge while fulfilling general education requirements through such programs as Engaged Learning, SMU Abroad, Alternative Breaks, the SMU Service House, and Big iDeas. Individual

students also can request that initiatives undertaken on their own or with groups be considered for satisfaction of UC proficiency; examples include the Global Medical Brigades and the Residential Commons Leadership team.

The provost appointed a task force in March 2014 to oversee implementation of the UC as it continued into its second year. Challenges identified by the task force are being addressed, working to ensure that graduating in four years or double majoring under the UC will be no more difficult than under the previous general education curriculum.

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

The University Honors Program (UHP) accepted approximately 200 new honors students in academic year 2013–14. The total number of students enrolled in the four-year program is now about 600. These students, while entering Dedman I, will ultimately pursue majors across the campus, as well as in Dedman College. Each UHP student takes a total of six honors courses within the University Curriculum (SMU's undergraduate general education curriculum). Last year honors classes included two immersion courses that took students to New York City to study the art scene and another that took students to colonial Virginia to study the founding of the United States. Visits to sites such as Mount Vernon bring alive the content of these classes.

The UHP revised its peer-mentoring program by assigning a mentor (a UHP junior or senior) to each section of the first-year required writing courses, which generally enroll 15 students each. This enables the mentoring to continue throughout a student's first year at SMU.

SMU expanded membership of the Scholars' Den, a lounge and conference area for study and social interaction for members of SMU's various scholar groups. The Scholars' Den

Council, comprised entirely of honors students, voted to add another member group, the Military Veterans Honors group, known as Salute.

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

The Office of Assessment and Accreditation, under the Office of the Provost, works with academic and administrative units University-wide to conduct, review, and archive assessment and accreditation activities across campus. This includes ensuring that SMU is in compliance with SACS and also is supervising the development of student learning outcomes for every course offered by SMU.

The office created a website, smu.edu/assessment, which contains forms, information, and tutorials on assessment and accreditation issues. It has purchased software to assist faculty with assessment activities and is creating a “learning dashboard” to show results of faculty assessment of student learning under the Undergraduate Curriculum.

The assessment office also has improved the University’s database by cataloging thousands of pages of historical assessment and accreditation documents and digital files, creating an easily accessible database of all program approvals, and instituting regular SACS reporting and notification. The office works with the provost’s Education Policies Committee to ensure that all new, changed, and/or ended programs are properly approved.

With regard to faculty evaluations, the Office of the Provost is working with the schools/college to develop improved instructor evaluation instruments to facilitate making better tenure, promotion, and salary decisions.

Dedman School of Law created a manual for chairs of tenure and promotions committees, which included standards provided by the Office of the Provost.

The Lyle School implemented a new reappointment/tenure/promotion process and developed a new teaching rubric for peer assessments and a schedule for regular peer evaluation of pretenured faculty. Lyle also implemented formal annual review of tenured associate professors, and it began requiring at least one external reference letter as part of the three-year contract renewal process for tenure-track faculty.

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 Office of the Associate Vice President for Research and Dean of Graduate Studies has added necessary positions to support growing faculty research. Two new positions have increased the number of grant specialists from two to three to improve support for processing the increasing number of faculty research proposals. A contract specialist has been added to accelerate contract negotiation and approval. A compliance officer was hired to ensure conformance with grant requirements and government and University research policies.

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

The University currently relies on advice from external experts to assist in the evaluation of its intellectual property. Efforts are currently under way to commercialize two SMU patents.

The University implemented new procedures and policies for computer replacements, working directly with faculty and departments.

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

The new Latino Leadership Initiative in the Cox School created innovative partnerships with Walmart, Cash America, Shell Oil, Baylor Health Care, and Kimberly Clark, as well as with long-standing corporate partner AT&T. A new corporate initiative in Lyle School of Engineering has opened the door for high-level conversations with ACELL, Retina Foundation, and Freescale. Opportunities to identify and develop areas of research emphasis, business need, and funding also have been provided with current partners Texas Instruments and IBM, as well as a new relationship with the Perot Museum of Nature and Science. Conversations with other organizations and University leadership are in progress.

Collaborations with corporate partners have resulted in interdisciplinary opportunities across campus. Participation in an IBM SMART project with Exterran has brought together analytics faculty and researchers in economics and in engineering management, information and systems with the prospect for future engagements. High-performance computing equipment has been received from the Department of Defense and is anticipated to make a significant impact throughout the University.

As part of its enhanced community outreach effort, DEA partnered with the Dallas Mayor's Office to announce the Trinity River Golf Project, as well as a new summer reading program. DEA supported the Highland Park Centennial event through presentation of an SMU resolution and increased SMU's presence in the community through participation on area civic boards and initiatives.

Partnerships for enhanced campus security expanded in 2013. SMU was awarded coverage under the Department of Homeland Security's SAFETY ACT (The Act), which encourages the development and deployment of effective anti-terrorism products and services by providing liability protections. SMU is the first college or university in the United States to have been awarded this designation. The project required the Office of

Police and Risk Management's close partnership with the Office of Human Resources, devoting more than two years and 15,000 pages of documents, interviews, and facilitating a site visit. SMU also provides security services as a subcontractor to the Office of Presidential Libraries, National Archives and Records Administration (NARA), for the George W. Bush Presidential Center.

The SMU Police Department was recognized by the director of the U.S. Secret Service and the director of Security Management for NARA for outstanding performance during the dedication of the George W. Bush Presidential Center. After a little over a year of operation, the Center has drawn more than 500,000 visitors. Security operations have been further refined.

In 2013 the SMU Police Department was awarded Campus Public Safety Accreditation by the International Association of Campus Law Enforcement Administrators (IACLEA). The accreditation team from IACLEA examined all aspects of the department's policies and procedures, management, operations, and support services.

The associate vice president for research met with counterparts at other Metroplex universities and the Regional Chamber of Commerce to develop collaborative programs. In 2013–14 long-term research agreements were negotiated with the Retinae Foundation and with Raytheon.

The Department of Statistical Science has established a Ph.D. in Biostatistics jointly with the Department of Clinical Sciences at SMU and UT-Southwestern Medical Center.

The SMU Center for Presidential History collaborated with several educational institutions and with the George W. Bush Presidential Library for its Collective Memory Project, a comprehensive oral history of officials in the George W. Bush presidency, and has worked with Dallas-area partners such as The Sixth Floor Museum and the DFW World Affairs Council. Several of these events received national media coverage.

The Women's and Gender Studies Program, with financial assistance from the dean of Dedman College, the Dedman Interdisciplinary Institute, and the dean of the Meadows School of the Arts, funded travel for nine members of the University community to attend the Eighth Annual Feminist Theory Workshop at Duke University.

The Forced Migration Innovation Project affiliated with the Department of Anthropology developed a partnership with all the major Dallas refugee resettlement agencies to understand how refugees negotiate the career ladder to sustainable livelihoods. More than 20 area business leaders have been interviewed to explore how the skills and aspirations of resettled refugees can contribute to the area's progress.

Faculty in the Department of Physics continued involvement in several large international collaborations to study fundamental interactions on the subatomic level. These include the ATLAS project at the Large Hadron Collider, comprising about 3,000 scientists and graduate students from 174 institutions in 38 countries. This project attracted worldwide media attention due to the recent discovery of the Higgs boson, which received the 2013 Nobel Prize. The NOvA experiment at Fermilab National Laboratory is studying properties of neutrinos, the lightest known particles of matter. Also in progress is the CDMS experiment, searching for dark matter in the universe and the D0 project at Fermilab National Laboratory, where about 400 scientists and graduate students are analyzing data related to the Standard Model of particle physics. In addition, one SMU professor launched a worldwide project to catalog low-radioactivity material available in laboratories and industry.

Faculty members in the Department of Sociology have established research or consultation collaborations with the Polish Academy of Sciences, the Asian Development Bank, the National Institute for Regional and Spatial Analysis at the National University of Ireland, Maynooth, and the Association for Women in Science in Washington, D.C., which resulted in NSF funding.

Faculty members in the Department of Statistical Science collaborated on several projects with researchers at UT-Southwestern Medical Center and the Baylor Health Care System. Research funds from agencies such as NIH and NSF have resulted from these collaborations, as well as internships for graduate students. Other research collaborations have taken place between departmental faculty and researchers at the National Oceanic and Atmospheric Administration and the Institute of Educational Sciences.

Dedman School of Law hosted numerous collaborative conferences and programs in 2013–14 that brought representatives of businesses, corporations, governments, and other educational institutions to campus. Included was a presentation on anti-doping laws, as they apply to athletes such as Lance Armstrong, by the CEO (an SMU alumnus) of the U.S. Anti-Doping Agency; a discussion by Warren Commission staff members on their work regarding the assassination of President Kennedy; and a joint presentation by the lead prosecutor in the *United States v. Robert Bales* Afghanistan war crimes trial and an expert Afghan cultural anthropologist.

The law school also sponsored the 21st Annual Corporate Counsel Symposium; the 48th Annual SMU Air Law Symposium; a gathering of the appellate judges and practitioners from many jurisdictions to discuss the best practices; and presentations regarding problems in criminal justice, drawing law professors from several universities, public defenders, and judges.

The Lyle School has partnered with several Metroplex companies to assist in projects, such as working with Frito-Lay's engineering team to solve manufacturing challenges. The School's graduate students include senior managers at area corporations. Lyle hosted the Senior Executive Briefing for the Dallas Regional Chamber of Commerce, consisting of senior leaders from approximately 20 Dallas corporations. The Darwin Deason Institute for Cyber Security entered into agreements with Raytheon and Krimmeni Technologies in Austin to conduct cyber security research.

The Lyle School introduced an interdisciplinary research seed-funding program to promote research collaboration among faculty from different departments, with the goal of obtaining external funding for a collaborative proposal.

Meadows launched the National Center for Arts Research (NCAR) in 2013 in collaboration with several national partners. NCAR integrates information from all arts sectors across the country to provide free, reliable, data-driven insights to enable arts and cultural leaders to overcome challenges and increase impact. NCAR released its inaugural report assessing the health of the nonprofit arts industry. The report, available online at smu.edu/artsresearch, is built on the most comprehensive set of arts organization data ever compiled, integrating organizational and market-level data. NCAR also released three studies: an Arts Leader Sentiment Survey, a study on whether NEA grants disproportionately benefit the wealthy, and a study on gender disparities in pay for museum directors.

Perkins School of Theology created cooperative programs during the academic year, including a Faith and Medicine Luncheon featuring presentations by the president and CEO of the Research Institute in Methodist Hospital and a member of the Perkins faculty. Perkins is one of the few theological schools in the country to have received a grant from the Lilly Endowment Inc. to participate in a national study of students' indebtedness as they prepare for careers in ministry.

The Simmons School continued a collaboration with UT-Austin's Meadows Center for the Prevention of Educational Risk and other institutions to study effective mathematics instruction and assessment in Texas public schools. This collaboration is supported, in part, by The Meadows Foundation. Simmons also continued its collaboration with the Bush Institute in conducting national research on middle school education, as well as its work with the Center on Research and Evaluation to provide evaluation services to nonprofits and education agencies.

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

The growing interdisciplinary work by SMU faculty has encouraged the University to continue to build on its computing capacity. A surplus 9,000 CPU, Dell high-performance computing system was obtained from the Air Force for SMU's new Data Center. Combined with the previous high-performance computing system, SMU's computing capability will reach or exceed 120 teraflops (120 trillion calculations per second), making it the third most powerful system in Texas, ranking only behind those at UT-Austin and Rice University.

The Dedman College Interdisciplinary Institute had a second successful year of programs that brought faculty and students together from across the University and enlivened intellectual discourse at SMU. Many of these programs also have attracted members of the Dallas community. Programs included Fellows Seminars on readings and research and informal interdisciplinary research clusters to discuss common interests and collaborations.

The Institute also helped to support the project of an interdisciplinary graduate student in biology whose work draws on the fields of psychology, chemistry, computational chemistry, and computational biology. The expectation is that this work will help to strengthen grant applications to the NIH.

The Center for Drug Discovery, Design, and Delivery sponsored a seminar program including SMU faculty members, researchers from other institutions, and distinguished alumni.

The University Curriculum requires each student to take a Ways of Knowing course, team-taught by professors from different disciplines.

Dedman School of Law faculty approved a new course in Law and Entrepreneurship, adding to law courses related to medicine, science, and economics.

In 2013–14, seven Ph.D. students in psychology enrolled in Simmons' Structural Equation Modeling course; all psychology doctoral students will take two Simmons School courses.

Through a grant from the Henry Luce Foundation, the Center for the Study of Latino/a Christianity and Religions hosted several interdisciplinary dialogues for members of graduate faculties and doctoral students in numerous disciplines, expanding research options for SMU faculty.

OBJECTIVE FIVE: Expansion of funded research support

Collaborative work by DEA with the dean of research, the Office of Research Administration, and schools and units has resulted in funded research for the Meadows School (National Center for Arts Research), the Simmons School (Research on Math Education Program, The Budd Center for Involving Communities in Education), The Guildhall at SMU, Dedman College (biology), and the Lyle School (innovation programs). These connections increase the opportunity for in-depth research that could benefit businesses and the broader community.

With the construction of the new University Data Center, OIT completed the physical installation of the new High Performance Computing Cluster (ManeFrame).

Faculty and staff submitted 194 proposals in AY 2013–14 and were awarded \$31.15 million in grants, exceeding the Strategic Plan goal of \$30 million by 2015. Therefore, SMU met the goal of \$22 million by 2010 and now the \$30 million goal by 2015.

Dedman College researchers were awarded approximately \$6.6 million in sponsored research in AY 2013–14, with Earth Sciences awarded more than \$3 million and Physics awarded more than \$1.2 million. Sixty-seven Dedman College faculty members were principal investigators, and 18 were co-principal investigators on 66 sponsored research awards as of April 30, 2014. Two archaeologists in the Department of Anthropology received funding from the National Geographic Society for their Mayan research project.

Lyle grant proposals increased from \$13.69 million in 2012–13 to \$19.65 million in 2013–14. Lyle funding authorizations increased from \$2.52 million in 2012–13 to \$4.46 million in 2013–14.

Simmons faculty received 11 new and continuing research and training grants, contracts, and fellowships totaling approximately \$9.6 million.

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

Sixty students completed doctoral degrees in AY 2013–14, fewer than the 63 doctorates awarded in AY 2012–13 and the 67 doctorates awarded in AY 2011–12. The Strategic Plan goal for 2015 is a Ph.D. completion rate of 72 per year. The declining completion rate over the last three years underscores the need for additional support for graduate fellowships.

The Dedman School of Law S.J.D. is the highest postgraduate law degree offered. It is primarily a research and writing degree (as opposed to a course-oriented degree such as the LL.M.). S.J.D. candidates conduct extensive postgraduate-level legal research to produce a doctoral dissertation of publishable quality within a five-year period. The law school is one of the few schools permitted by the American Bar Association to offer this degree, and it currently enrolls several students.

Meadows School of the Arts established a goal to create an art history Ph.D. program that would be recognized as among the top 20 in the nation by 2020. During AY 2013–14, \$1.25 million was raised for art history fellowships, bringing the total of funds raised for the program to \$10 million.

The Simmons School admitted four students to the Ph.D. program in Educational Research, maintained full support for student tuition and stipends, and graduated two doctoral candidates in May 2014. Simmons supported the first three doctoral students through the Faress Simmons Graduate Fellowship fund.

OBJECTIVE SEVEN: Enhancement of undergraduate research

A new position, Director of Undergraduate Research, filled in the fall semester of AY 2012–13, is facilitating undergraduates' access to research opportunities provided by SMU's externally funded projects. The University developed the Undergraduate Research Associate program to facilitate hands-on research opportunities for students, working closely with professors and research associates.

In Dedman College the Ray Marr Undergraduate Research Scholarships were established in fall 2012 by Ray H. Marr, who was inspired by the Jack and Jane Hamilton Undergraduate Research Scholars Program. Marr Scholarships are designated for undergraduates studying earth sciences; students work with faculty in the lab as well as in the field.

Through the Hamilton Undergraduate Research Scholars Program, 25 students each year work closely with faculty on research, receiving financial support as undergraduate research assistants. This year five Hamilton Scholars were funded to present their research at regional and national professional meetings, such as the American Society for Biochemistry and Molecular Biology. Five scholars were funded for more intensive collaborative work during summer 2013.

Also in Dedman College, the Robert Mayer Undergraduate Research Fellows program was launched to support undergraduate research that combines at least two disciplinary perspectives. The 2013–14 Fellows each presented a seminar on their work. One later presented his work at the Western Political Science Association annual meeting, a second delivered a presentation, and another was honored by the DFW Association for Business Economics for his paper. Richter Fellowships in Dedman send Honors Program students to conduct independent research in locations such as Taos, New Mexico (at SMU-in-Taos), the Arizona/Mexico border, Spain, France, Germany, and England.

In AY 2013–14, a total of \$15,235 in Meadows Exploration Award funding (supported by The Meadows Foundation) was awarded to 22 Meadows undergraduates for interdisciplinary projects, theatrical and music performances, films, art exhibits, research, and presentations.

The Lyle School averages 26 undergraduate research projects a year.

SMU's Quality Enhancement Program, "Engaged Learning Beyond the Classroom," was developed by the University in preparation for SACS reaffirmation in AY 2010–11. The program funds undergraduate research through an internal competitive grant program. An Engaged Learning project is a capstone-level, student-driven project that connects the student's classroom learning to practical issues in real-world settings. In 2013–14, 34 students worked on Engaged Learning research projects. During Family Weekend 2013, Engaged Learning hosted the Engaged Learning Fall Symposium; 20 students (through Engaged Learning, Maguire Center, Richter and Summer Research Fellows) presented their work to parents, peers, mentors, and the greater SMU community.

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 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

DEA/Public Affairs, working with Legal Affairs, Student Affairs, and the Office of Police and Risk Management, refined SMU's emergency communications system, with an emphasis on social media. DEA/Public Affairs staff helped develop a pocket-size fact card and online information for faculty and staff that explain how to support students who report sexual misconduct.

Three additional gifts of \$5 million each were received in FY14 to support construction of the new Residential Commons complex. Construction was completed on the new facilities for 1,250 students, with an 800-space parking garage and a new dining facility. SMU completed phase one of renovations to existing student housing to reflect the Residential Commons model.

Several A-LEC staff members worked with Residence Life and Student Housing in developing academic programs for the Residential Commons. Each Commons will have

one A-LEC tutor in residence. A High Density Mail solution was installed at the SMU post office to accommodate the new residences.

Design is under way on the lacrosse field, intramural field, intramural tennis courts, and storage building to be located south of the George W. Bush Presidential Center. Construction is complete on the Mustang Band Hall in the lower level of Dedman Center.

On the main campus, SMU executed its first student-led lockdown exercise in McFarlin Auditorium, initiated by the Student Senate and sponsored by the Office of Police and Risk Management in collaboration with Public Affairs. Thirty-six campus buildings completed shelter exercises, including review of lockdown procedures, and 51 emergency notification drills were conducted in campus buildings. SMU also completed installation of a sprinkler system in Moody Coliseum and fire alarm system upgrades in Heroy Science Hall and the Meadows Museum. At SMU-in-Taos an active shooter exercise was conducted with participation of local, county, and state law enforcement and fire agencies.

The Office of Police and Risk Management applied the Enterprise Risk Management (ERM) model to assess risks in operations at Dedman Center for Lifetime Sports. ERM aids decision makers in identifying avenues for cost control and reducing uncertainty through risk forecasting. SMU's ERM framework is designed to identify and evaluate traditional as well as emerging risks in a dynamic environment.

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

The Hegi Family Career Development Center recently purchased an evidence-based major and career assessment tool, Career Key, which classifies all SMU majors according to career interest code. During the 2013–14 academic year more than 1,400 students completed MyPlan and Career Key assessments. Studies show that by using these

assessments, students are more likely to earn higher grades, maintain their choice of major through graduation, graduate on time, and be more satisfied and successful in their careers.

The Residential Commons model added Faculty Affiliates and Faculty in Residence in the halls, creating more academically focused communities. One of the guiding principles of the Commons model is that learning happens everywhere.

The Caring Community Connections program encourages SMU faculty and staff to notify the Dean of Students when they are concerned about a student. In 2013–14 there were 638 referrals, compared to 185 in the program’s first year, 2008–09.

Design drawings have begun for the new Dr. Bob Smith Health Center to replace the Memorial Health Center in the same location.

In collaboration with the A-LEC and the Center for the Academic Development of Student-Athletes, the Simmons School continued the fifth year of courses for student-athletes focused on critical skills in literacy, mathematics, and the psychology of learning. The School also sustained ORACLE courses to assist students in meeting rigorous standards in their majors and general education coursework.

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

Residence Life and Student Housing added peer leader opportunities for all students, including the Residential Commons Leadership Corps (peer leaders in academics, health education, and diversity) and Environmental Representatives (E-Reps), who help students live in a more sustainable way.

The Community Engagement and Leadership Center coordinated several major service initiatives, including SMU Service House, Mustang Heroes, Wellness 2170 Class, Stampede of Service, Crain Leadership Conference Service Project, SMU Alternative Breaks, and the MLK Day of Service. These initiatives involved 575 participants providing 11,328 hours of service with a monetary value of more than \$255,000.

This year, as a result of two targeted campaigns, 374 students made 462 gifts to SMU. Additionally, hundreds of SMU students gathered for a thank-you event this spring and signed more than 600 thank-you cards to donors who provide scholarships.

The Hart Center for Engineering Leadership in the Lyle School, which works in conjunction with the Center for Creative Leadership in developing an assessment for incoming engineering students, received responses from more than 93 percent of the entering class. The Hart Center also hosted a Lyle Engineering in the City Project working with St. Philip's School and Community Center to build and install an aquaponic system for the school's community garden.

OBJECTIVE FOUR: Enhancement of student intern programs throughout the University

The Division of Student Affairs, working with the Master of Education in Educational Leadership – Higher Education program, offered 11 graduate student assistantships in 2013–14.

DEA facilitated the creation of internships through giving to The Second Century Campaign, including the establishment of the Jake L. Hamon Internship Program in the Tower Scholars Program of Dedman College. The Office of Alumni Relations and Engagement, in partnership with the Hegi Family Career Development Center, orchestrated opportunities for alumni around the world to provide support and expertise to SMU students to guide their career exploration.

In partnership with the Cox School of Business Chair in Risk Management, the Office of Police and Risk Management completed another year of the Frontiers Risk Management Internship Program. To date, the program has successfully placed 21 student interns in professional positions.

Risk Management's Environmental Health and Safety group worked with a multidisciplinary student group in the Lyle School to design and construct a pilot model of a "water treatment system" as a teaching tool. The SMU student project won first prize in the 2013 Research Improv Competition organized by the Lyle School. The model is displayed at various events and is available for prospective students to view during campus visits.

The Cox School combined its MBA Career Center with its BBA and Master's Programs Career Center to coordinate employer relations and improve service to students.

During the 2013–14 year, 636 employers posted 1,418 internship opportunities available to Cox undergraduate business majors, an increase from the 449 employers and 830 opportunities recorded in the previous academic year. In addition, 71 employers posted 146 internship opportunities available to Cox full-time MBA students, a slight drop from 71 employers who posted 156 internship positions in the previous academic year. On-campus internship interviews for full-time MBA students increased to 48 from 46 last year.

In Dedman College, Department of Sociology majors interned at three local law firms and a local public defender's office. Markets and Culture majors interned at more than 40 businesses and nonprofits; a number of these internships turned into full-time jobs after graduation. Department of Economics majors interned at 25 enterprises. Women's and Gender Studies Program students held internships at a variety of agencies serving the women of Dallas.

Dedman School of Law provided externships (the equivalent of an internship) in legal settings under the supervision of a mentor-attorney and member of the law faculty.

The Lyle School's Hart Center for Engineering Leadership initiated a summer internship survey indicating that more than 56 percent of Lyle undergraduates or nongraduating seniors have technical summer internships, and nearly 8 percent will be doing undergraduate research at SMU.

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

SMU claimed four team conference championships and 19 individual conference championships in 2013–14, and Mustang student-athletes claimed more than 60 All-AAC honors. The national spotlight was focused on the SMU basketball program that went 27-10, earning a No. 1 seed in the NIT and reaching the title game at Madison Square Garden in New York. SMU was in the top 25 in four of the last five regular season polls, ranked for the first time since 1984–1985. SMU tied for third in the inaugural season of the American Athletic Conference, with two wins over eventual NCAA Champion Connecticut, as well as wins over NCAA Tournament teams Cincinnati and Memphis. SMU's 27 wins were the second highest in program history. SMU also broke its season attendance record, setting the new mark at 107,412 compared with 101,296 in 1984–1985. The Mustangs sold out nine of 13 games in the new Moody Coliseum this season, another record.

The women's basketball team earned its first postseason win since the 2000 NCAA Tournament with a first-round victory in the WNIT. The team finished with an 18-14 record.

In line with the majority of other schools in the American Athletic Conference, SMU introduced the sale of beer and wine at athletics events this year, with the service starting

at the reopening of Moody Coliseum. The sale of alcohol was conducted in a controlled, responsible manner, and no problems were reported.

The track program was dominant in 2013–14, scoring the “triple crown” by claiming cross country, indoor, and outdoor conference championships. SMU track athletes earned 27 All-Conference honors and 10 individual titles over the year.

The men’s golf team won the 2014 American Athletic Conference Championship and advanced to the NCAA Finals for the first time since 2005. SMU advanced to the final eight-team playoff for the first time in school history before falling to defending and eventual repeat champion Alabama, 3-2, in the quarterfinals, the closest match for Alabama in the entire season. By advancing to the eight-team playoff, SMU earned its best national finish since placing eighth in 1972. The team saw its first top-10 individual finish since 1994.

The women’s golf team took third at the AAC Championships and played in the NCAA Regionals, with a player earning the 2014 American Athletic Conference Women’s Golf Individual Championship and All-Conference performer honor.

In swimming, both men’s and women’s teams took runner-up honors at the AAC Championships, earning a total of seven event championships and 20 All-Conference accolades. The women’s team placed 20th at the NCAA Championships and brought home six All-America awards.

Volleyball had runner-up honors in its first AAC campaign and placed five student-athletes on the All-Conference roster.

The Mustang equestrian team reached the quarterfinals of the National Collegiate Equestrian Association Championships and had two riders earn All-America accolades.

For the sixth consecutive year, SMU Athletics has set annual giving records. Contributions to the Mustang Club exceeded \$3 million, surpassing the FY13 total of \$2.9 million. As a result, for the first time the Athletics Annual Fund topped \$10 million for the year. For the second year in a row, total giving to Athletics (operating and capital gifts) has exceeded \$20 million. Since the beginning of The Second Century Campaign, the Athletics Annual Fund has more than tripled (\$2.9 million to \$10 million), including more than doubling (\$1.3 million to \$3 million) gifts to the Mustang Club.

Construction was completed on the renovation and expansion of Moody Coliseum and the addition of the Miller Event Center. Phase two (hitting bays) of the golf facilities at the Dallas Athletic Center also was completed. Construction continues on the new tennis complex, which includes indoor and outdoor tennis courts.

The Office of Police and Risk Management partnered with Athletics on concussion management for student-athletes. A committee was formed to explore approaches to the issue of traumatic brain injury and concussions related to Division I athletics and intramural and club sports. The committee monitored legal outcomes from pending National Football Conference player litigation.

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 SMU becomes 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

In collaboration with SMU Abroad, the Office of Police and Risk Management (OPRM) delivered mandatory pre-trip health and safety orientation sessions to outbound students for spring/summer and fall 2014. OPRM's international travel risk mitigation program played a vital role in supporting Engaged Learning projects, academic research, internships and fellowships, Alternative Breaks, and other creative endeavors. During the last year, travel by more than 800 SMU students, faculty, and staff to more than 50 countries was supported by OPRM. SMU selected a new insurance provider, International SOS, to improve the provision and availability of medical and evacuation services for the University's international travelers.

The International Scholars and Student Services Office (ISSS) issued documents for new international students admitted for the first time to a degree program at SMU. The ISSS Office also partnered with the Bush Institute by issuing documents that allowed the Women's Initiative Fellows to participate in its leadership program. Issuance of these

documents enabled admitted international students, as well as scholars, professors, and their families, to apply for F and J visas.

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

SMU developed the Swiss International Semester, a relationship with Franklin University in Switzerland, offering a study abroad experience for students in the fall prior to their entering SMU in spring 2014. The purpose of the program is to encourage international study and enable students to share their perspectives from that experience during their first year at SMU.

Five Dedman Law students had externships with the International Criminal Tribunal for the former Yugoslavia. Two Dedman Law graduates had the opportunity to work at The Hague this year.

Perkins School of Theology collaborated with Trinity Theological College in Singapore. Students pursuing a Perkins degree take some coursework in Singapore and some at Perkins in Dallas.

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

In addition to requiring undergraduates to acquire a proficiency in a second language, the University Curriculum's Global Engagement initiative requires students to engage with and reflect upon other societies and cultures. Many students will satisfy the requirement through coursework abroad.

Dedman College created the Global and Regional Studies Initiative to coordinate international offerings and support throughout Dedman College and promote cooperation between Dedman College and other SMU units to broaden global perspectives.

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

In the 2013–14 academic year, 55 of SMU’s 399 student-athletes were international students (13.8 percent), compared to the general international student percentage, which was 11.4 percent (1,244 of 10,929) in 2013–14.

SMU engaged the former Director of International Programs to serve as an ambassador among international alumni and to recruit students. During the year this individual hosted gatherings in East Asia, Panama, Mexico, France, and England, with a total attendance of approximately 200.

For 2013–14 the undergraduate student body at SMU was 6.7 percent international, exceeding the Strategic Plan’s goal of 6.0 percent by 2015. The Office of Admission continues its commitment to increasing the number of new international undergraduate students while also maintaining academic quality. Since 2010 the admit rate for international students has dropped from 71.0 percent to 36.1 percent, and the average SAT score for these students has increased from 1072 to 1268 [CR+M], resulting in a smaller number of admitted international students for 2013–14.

Raising the percentage of international students in the first-year class continues to be a significant challenge for SMU. In 2013, 4.5 percent of the entering first-year class was international, down slightly from the two previous years and reflecting SMU’s continued focus on academic quality as a priority.

The Cox BBA Admission Office, SMU's Undergraduate Office of Admission, Lyle School of Engineering, and Dedman College held four SMU Preview programs in China. The trip produced 16 applicants, 11 offers of admission, and six deposits.

Several visiting professors taught at Dedman School of Law. They came from Egypt, Germany, India, and Israel and included a justice of the Supreme Constitutional Court of Egypt, the former director general of the office of former Chancellor Helmut Kohl of Germany, and a professor from the National Law School of India.

The Lyle School increased its undergraduate international student population from 50 to 85 and its graduate international student population from 270 to 338.

Thirty-three percent of international students used the A-LEC, surpassing the goal of 25 percent, while international students used only 25 percent of ESL tutoring hours.

OBJECTIVE FIVE: Strengthening of international studies within the overall curriculum

The University Curriculum Council has sought to expand students' opportunities to fulfill UC requirements while studying abroad, particularly with respect to courses taught at provider campuses linked to SMU Abroad. For fall 2014, 59 SMU Abroad courses have been preapproved as satisfying one or more UC pillar requirements.

The Asian Studies Program has expanded its scholarship opportunities for study at the SMU program in China.

Perkins School of Theology offers five elective courses per year through a program of Global Theological Education. Students enrolled in these courses receive travel stipends to assist with costs. About 60 percent of the students who graduate from Perkins School of Theology will have taken at least one Global Theological Education course.

CONCLUSION

In 2013–14 SMU continued to make tangible progress toward the goals and objectives of the Centennial Strategic Plan. Higher rankings of the overall University and several individual schools or programs, ever-improving average SAT scores of admitted students, and a significant increase in the number of endowed chairs and professorships are all moving the University toward its aspirations in these and other areas. With one and one-half 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.

With the opening of the George W. Bush Presidential Center in 2013 and the Residential Commons in fall 2014, the east side of the campus has been dramatically transformed. Hopefully the momentum from these successes will continue to fuel meeting The Second Century Campaign goal of \$1 billion and the many academic objectives of the campaign.

With strong trustee and volunteer support, the campaign, scheduled to run through December 31, 2015, has continued at an accelerated pace. The importance of the campaign's new target cannot be overstated. With the continued support of our alumni, Board of Trustees, friends, and the University community, the remaining one and one-half years will result in a successful campaign and meeting the goals of the Centennial Strategic Plan.

In conclusion, the Centennial Era (2011–2015) continues to provide a great opportunity to increase SMU's achievement, visibility, and stature, providing a solid foundation for the University's Second Century.

For more information, contact:
Southern Methodist University
Office of Public Affairs
PO Box 750174
Dallas, Texas 75275-0174
214-768-7660
smu.edu

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