

LAUNCHING  
SMU'S SECOND CENTURY  
*Shaping Leaders for a Changing World*  
2016–2025

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PROGRESS REPORT  
2017–2018



## INTRODUCTION

This is the second annual Progress Report on the SMU Strategic Plan titled *Launching SMU's Second Century: Shaping Leaders for a Changing World 2016–2025*. This report details the progress made from June 2017 through May 2018 toward Strategic Plan goals and objectives set forth in *Implementing the Strategic Plan 2016–2017*.

Although some of the goals and objectives are qualitative in nature, many have specific numerical targets and timelines associated with them. For the latter objectives, this report provides numerical data illustrating progress toward the objective.

Because the implementation plan will be updated annually, it will provide the flexibility for SMU to address and act on emerging needs and opportunities as well as respond to changes within the national and global context of higher education. Indeed, we have refined a few of the metrics and objectives as a result of our ongoing review and planning.

For ease of reference, goals, objectives, and bulleted points have been numbered such that, for example, 3.2.2 refers to Goal Three, Objective Two, second bulleted point.

This *Progress Report 2017–2018* is being presented to the Board of Trustees at its September 14, 2018 meeting and then will be distributed to the broader University community. This annual update is intended not only to underscore our aspirations, but also to help ensure that incremental progress will be made throughout the decade. The goals are ambitious, but the process toward achieving them will reinforce to the entire SMU community the remarkable opportunities that exist for the University.

## **GOALS AND OBJECTIVES**

### **GOAL ONE: TO ENHANCE THE ACADEMIC QUALITY AND STATURE OF THE UNIVERSITY**

A university is measured by the quality of its faculty, students, alumni, libraries, and 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, distinguished faculty appointments must be made at the senior and junior ranks. Our concomitant rise in student profiles, both in quality and diversity, is equally important. Both of these elements will require additional endowments that enable the University to make permanent progress.

#### **GOAL ONE OBJECTIVES**

After completing a campus-wide dialogue during 2017-18 regarding how to advance SMU’s overall academic quality to the level of a premier research and teaching university with global impact, in April 2018 the President and Provost released *Continuing the Ascent: Recommendations for Enhancing the Academic Quality and Stature of Southern Methodist University*. *Continuing the Ascent* presents a series of broad-ranging recommendations that will propel the University in this quest. The recommendations focus heavily on the Strategic Plan’s Goals One, Two, Three, and Five.

Informed by the *Strategic Plan*, a series of task force reports, and an extensive campus-wide dialogue about academic quality, the University is coalescing around a shared understanding of the academic priorities that will enable SMU to fulfill the Strategic Plan. A key aspect of the feedback process has been to ensure that members of the SMU community recognize that this is “our” collective vision of the future of the University. The document focuses on 14 University-wide recommendations that SMU should implement over a reasonable timespan, such as 10 years, to enhance the University’s overall academic quality and stature.

## **1.1 Objective One: Strengthen the University’s ability to recruit, appoint, promote, and retain a distinguished, gifted, and diverse faculty.**

Rapid progress is continuing in national awards and recognition won by faculty. In 2017-18 the number of awards increased 30% over the preceding year, and more than 100% over two years ago: 21 in 2015-16; 33 in 2016-17; and 43 in 2017-18.

Awards this year include the election of Professor Bruce Gnade (Mechanical Engineering) to the National Academy of Inventors; Professors Alex Lippert (Chemistry) and Teng Pao (Chemistry) receiving National Science Foundation CAREER awards for junior faculty; Professor Adam Norris (Biological Sciences) receiving the Ralph Powe Junior Faculty Enhancement Award (one of only 37 nationwide); Professor Jill Kelly (History) being named a Fulbright Scholar; Professor Emeritus Delores E. Etter (Electrical Engineering) receiving the IEEE James H. Mulligan, Jr. Education Medal; and Professor Amy Freund (Art History) being named Senior Fellow at the Center for Advanced Study in the Visual Arts, National Gallery of Art.

- 1.1.1 Increase the number of substantially funded endowed chairs and professorships (currently at 116) to 160 by 2025, to comprise one-third of our tenured and tenure-track faculty.

During *SMU Unbridled: The Second Century Campaign*, SMU donors added 54 new endowed faculty positions, raising the number of substantially funded endowed chairs to 116. Since the campaign’s conclusion, five additional commitments have been made to endow faculty positions, including one planned gift:

- Mary Elizabeth Holdsworth Endowed Professorship in the Annette Caldwell Simmons School of Education and Human Development,
- Harold M. Brierley Endowed Professorship in Customer Engagement in the Edwin L. Cox School of Business,
- William F. May Endowed Director of the Cary M. Maguire Center for Ethics and Public Responsibility,
- J. Stephen Lockton Chair of Economics in Dedman College of Humanities and Sciences (planned gift expectancy), and

- The Andrew H. Chen Endowed Chair in Financial Investments in the Edwin L. Cox School of Business.

These commitments raise the number of substantially endowed faculty positions to 121, constituting 25.2% of SMU's 480 tenured and tenure-track faculty. (To reach the one-third goal of this year's faculty size would entail an additional 37 endowed chairs or professorships.)

- 1.1.2 Create a recurring budgetary fund of \$1 million to provide for the start-up costs required for recruitment of endowed distinguished senior faculty and exceptional junior faculty.

Currently the schools and the Provost provide funding for startups to recruit exceptional faculty to SMU; typically, startup funding is split 50/50 between the school and the Provost. Startup funding to newly hired faculty members often is paid out over a three- to four-year period. The Provost has a recurring annual budget of \$500,000 for startup funding and has access to any overhead recovery budget surplus each year. Startup commitments from the Provost to faculty members successfully hired in fiscal year 2018 totaled approximately \$1.5 million, and the Provost had unpaid startup commitments to faculty members hired prior to fiscal year 2018 of about \$4.1 million. The University will continue to work to increase the amount of startup funding available in the Provost's budget to support and encourage exceptional faculty recruiting.

- 1.1.3 Reconfigure current faculty positions to develop new joint appointments and create additional joint degree programs.

There were no new joint degree programs approved during 2017-18 but several are in the planning stages.

The Meadows School of the Arts has recast the Division of Art into a more contemporary and futuristic Division of Art and Design. The academic realignment places studio arts, creative computation, and design/innovation in the same division and moves the Master of Arts in Design and Innovation (MADI) from the Lyle School of Engineering into the Meadows School so that it becomes a joint program with the Lyle School. The Director of MADI will hold a joint appointment in the Meadows School and the Lyle School.

- 1.1.4 Make promotion and tenure procedures for University faculty more uniform across all schools and departments; develop college- and school-based applications of terms in the University Policy promotion standards.

As part of a review of all University policies, the promotion and tenure policy is being modified and should be approved during 2018-19 to provide greater clarity and uniformity across schools on the selection of external reviewers and the evaluation of teaching by students and faculty colleagues. Information on third-year reviews, early consideration of tenure, and abbreviated or accelerated tenure review for faculty hired at an advanced rank also now are included in the policy.

- 1.1.5 Review determinations of cohort and aspirational peer institutions for continued use as guidelines for salaries, benefits, faculty support, and student support. Seek to keep SMU competitive in each area with the midpoint of cohort and aspirational averages as the minimal standard.

During the 2017–18 academic year, a task force reviewed the list of SMU’s cohort and aspirational peers, considered potential peers, and made recommendations concerning the suitability of current and potential peers for continued use in comparing salaries, benefits, faculty support, and student support.

The proposed changes were few, leaving 10 of the 12 in each peer set the same. Boston University moved from cohort to aspirational peer; Lehigh moved from aspirational to cohort peer. Vanderbilt rolled off as an aspirational peer and Marquette did so as a cohort peer. Northeastern joined the aspirational peers and Villanova joined the cohort peers.

The new sets of peers, with 2018 *U.S. News & World Report* rankings in parentheses (SMU ranked 61), are as follows:

*Aspirational Peers (2018 U.S. News & World Report Ranking)*

Boston College (32)	Notre Dame (18)
Boston University (37)	Tufts (29)
Brandeis (34)	Tulane (40)
Carnegie Mellon (25)	U. of Rochester (34)
Emory (21)	USC (21)
Northeastern (40)	Wake Forest (27)

*Cohort Peers (2018 U.S. News & World Report Ranking)*

American (69)	Syracuse (61)
Baylor (75)	TCU (78)
Fordham (61)	U. of Denver (87)
George Washington (56)	U. of Miami (46)
Lehigh (46)	U. of Tulsa (87)
Pepperdine (46)	Villanova (46)

- 1.1.6 Strengthen efforts to add women and minorities to the faculty at all ranks with the goal to exceed the average percentages for each at cohort and aspirational institutions. Continue progress toward gender parity at the full professor rank.

Review of the percentages of full-time, instructional, women faculty at SMU (39%) and at our peer institutions reveals that SMU matches the average percentage of women faculty at our aspirational peers, but trails our cohort peers (41%). The comparison is for fall 2016, the most recent Integrated Postsecondary Education Data System (IPEDS) data available.

In official data for fall 2017, women made up 303 (40%) of SMU's 758 full-time, instructional faculty at all ranks. Of these 303 women faculty, 153 were tenured or tenure-track (50%). At SMU women made up 21% of full professors. For the 2017-18 academic year, two of the four full professors hired were women (50%) as were 33 of the 71 total new hires (46%).

Review of the percentages of full-time, instructional faculty by racial and ethnic group at peer institutions listed immediately above reveals that SMU matches or

surpasses the average percentages for our peers. SMU's 4% of African-American faculty for fall 2016 was above the 3% average of aspirational peers and equal to the 4% average for the cohort schools. Averages for other underrepresented groups were Hispanic 6% (SMU), 4% (aspirational peers), and 5% (cohort peers); Asian 9%, (SMU) 11% (aspirational peers), and 9% (cohort peers), respectively; and two or more races 1% (SMU), 1% (aspirational peers), and 1% (cohort peers).

In official data for fall 2017, SMU had 29 African-American full-time, instructional faculty at all ranks, 17 (or 59%) of which were tenured or tenure-track. Out of 46 Hispanic faculty, 30 (or 65%) were tenured or tenure-track. Out of 58 Asian faculty, 52 (or 90%) were tenured or tenure-track. Faculty identifying with two or more races numbered seven, with two (or 29%) being tenured or tenure-track.

In fall 2016, SMU had 27 African-American full-time, instructional faculty at all ranks, 17 (or 63%), of which were tenured or tenure-track. In that same year, 29 (or 66%) of 44 Hispanic faculty were tenured or tenure-track. Out of 67 Asian faculty, 52 (or 78%) were tenured or tenure-track. And faculty identifying with two or more races numbered seven, with two (or 29%) being tenured or tenure-track.

Official data on new hires for the 2017–18 academic year indicate that among the 71 new, instructional faculty hires, African-American faculty numbered five (7%), Hispanic two (3%), and Asian three (4%).

SMU is committed to diversifying its faculty. Both the Provost's Office and Institutional Access and Equity require open faculty positions to be advertised broadly in a variety of media to attract women and minority applicants. A search is not authorized without providing evidence of this broad outreach in targeted media.

**1.2 Objective Two: Enhance the University's ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.**



- 1.2.1 Continue to support, as a top priority, the recruiting, admission, and enrollment of high-achieving undergraduate first-year and transfer students who contribute to the intellectual life of the University.

The average ACT score for SMU's fall 2017 entering class was 30.0, up from 29.3 in fall 2016. A score of 30.0 represents the 94<sup>th</sup> percentile of test-takers in the high school graduating classes of 2015-17. Preliminary data on SMU's first-year fall 2018 entering class suggests a further increase in average ACT score to 30.4.

Transfer academic quality can be gauged by average GPA for the enrolled transfer students. For fall 2016 and fall 2017, the average GPA has been around a 3.4 and initial indications for fall 2018 are similar. A slight progression in the fall averages for 2016 to 2018 (3.351 to 3.4144 to 3.435) is not mirrored for those transferring in the spring term (3.364 in 2016, 3.205 in 2017, and 3.298 in 2018). Once enrollment goals are more effectively addressed (see Goal One, Objective Three – 1.3.1), academic quality can become an even stronger criterion in transfer admission.

The President's Scholarship is the highest academic merit award given by the University, and there are currently 86 President's Scholars at SMU. In fall 2018 the incoming President's Scholars taking the ACT averaged 34.5, up from 33.6 in 2017 and 34.1 in 2016. The incoming fall 2018 President's Scholars taking the SAT averaged 1532, up from 1433 in 2017 and 1505 in 2016. Each of these ACT and SAT averages are in the 99<sup>th</sup> percentile. The fall 2018 cohort is comprised of 19 President's Scholars, 57% of whom are from diverse backgrounds, up from 56% in fall 2017 and 53% in fall 2016.

The Nancy Ann and Ray L. Hunt Leadership Scholars Program allows students to combine learning and leadership, enabling outstanding student leaders from all walks of life to come to SMU. There are currently 95 Hunt Scholars at SMU, 29% of whom are from diverse backgrounds. Ten of the 20 Hunt Scholars arriving in fall 2018 had served as President of their high school student council or senior class. Hunt Scholars continue and develop their leadership skills at SMU: 12 (22.6%) of the Student Senate positions are occupied by Hunt Scholars and 13 (17.8%) of the SMU Student Ambassadors are Hunt Scholars. In fall 2018 the incoming Hunt Scholars averaged 1410 on the SAT and 30.4 on the

ACT; in fall 2017, 1402 and 30.7; and in fall 2016, 1356 and 30.7. These ACT and SAT averages range between the 94<sup>th</sup> and 97<sup>th</sup> percentile of test takers.

The Dedman College Scholars Program is now in its eighth year and currently awards scholarships to top Dedman undergraduate students – with 40 returning as sophomores, juniors, or seniors in fall 2018. Since the inception of the Dedman College Scholars, 31% of the scholars are from diverse backgrounds.

SMU Trustee Carl Sewell and Peggy Sewell issued a challenge to Dedman College in November 2017, following the launch of the *Pony Power* initiative. The Sewells would match, up to a substantial challenge goal, gifts and pledges made by new donors to the Dedman College Scholars program by April 1, 2018. Dedman College donors stepped up, met, and exceeded the challenge goal before the deadline. Because of these generous gifts and the renewed support of additional donors, 25 Dedman College Scholars, about double the number of the average incoming cohort the previous three years, will matriculate as first-year Dedman College Scholars in fall 2018. These 25 new Dedman College Scholars have an average ACT of 34 (99<sup>th</sup> percentile for ACT test takers in 2015-17).

In the fall of 2017, the 10<sup>th</sup> class of Meadows Scholars brought its total enrollment to 85 students. The 2017 class of Meadows Scholars has an average SAT of 1458, the highest on record, up 25 points from 2016 and 41 from 2015. Furthermore, the incoming Meadows Scholars class includes 43% students of color, up from 26% in 2016.

- 1.2.2 Demonstrate ongoing improvements in the academic quality of students in undergraduate and graduate programs through measurable metrics such as national testing, academic performance, research, fellowships, publications, and graduate placements with research doctorates in tenure-track academic positions.

SMU students who won notable, prestigious awards during 2017-18 include undergraduate Ben Chi, who was named SMU's first Schwarzman Scholar (a new, highly competitive international program based in China and inspired by the Rhodes Scholarship). There was a record seven Fulbright student grantees, surpassing SMU's former single-year record of four. These winners (and country of study) were Laura Buckley (France), Mayura Iyer (Mexico), William

Jones (Germany), Kenneth Martin (Peru), Aline Matias (Spain), Angela Wang (Thailand), and James Wilson (Romania). Three Fulbrights were awarded in 2016-17.

Graduate student quality can be measured by the Graduate Record Exam (GRE) verbal scores in the humanities, and by the GRE quantitative scores in STEM fields (natural sciences, mathematics, and engineering) and economics. Average scores for fall 2018 graduate students who have matriculated were 159.3 verbal (83rd percentile) for the humanities, and 161.7 (79th percentile) quantitative for the sciences, mathematics, economics, and engineering. These scores virtually matched those in fall 2017, a noteworthy consistency considering the nationwide decline in international graduate applications for fall 2018. The corresponding scores for fall 2017 were 159.6 verbal (83rd percentile) and 161.4 quantitative (80th percentile), which had been a strong uptick in quality over fall 2016 for the humanities (153.9 verbal, 64<sup>th</sup> percentile) and a slight decline among STEM and economics (162.5 quantitative, 83<sup>rd</sup> percentile).

In the past 10 years, 72 graduates from SMU Ph.D. programs secured tenured or tenure-track positions at institutions of higher learning. This is only 12% of the 592 research doctorates earned at SMU over the past decade, but does not include graduates who hold postdoctoral scholar positions (often a necessary step on the path to a tenure-track academic placement) or graduates who obtained positions at national research laboratories, which are comparable to tenure-track academic positions. Steps are underway to include counts of both categories in subsequent annual progress reports.

For the 2017-18 entering class, the Dedman School of Law improved the median GPA of entering students to 3.68, up from 3.67, 3.63, and 3.58 in prior years. The median LSAT for Dedman Law's entering class has held steady at 161 for the past four years – in these years about 82% of all LSAT test-takers scored below 161.

The July pass rate for Dedman Law graduates taking the bar exam for the first time was 85.4% in 2017; down from 91.1% in 2016, but slightly up from 84.85% in 2015.

- 1.2.3 Increase the number of undergraduate applications to 20,000 by 2025, maintain an admit rate below 50%, and improve the yield rate.

The undergraduate entering class in fall 2017 again showed progress on strategic objectives, remaining below 50% with a slightly lower admit rate. But the yield rate receded below that of fall 2016 while remaining above the rate of fall 2015. Preliminary data on the entering class in fall 2018 suggest a yield rate higher than in recent years, but the admit rate has edged above 50%. The following table contrasts the number of undergraduate applications and rates of admission and yield for first years, 2015-18.

**Undergraduate Applications, Admit Rate, and Yield Rate, 2015-18**

<i>Undergraduate</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Completed applications	12,992	13,250	13,123	12,598
Admit rate	49.0%	48.9%	48.8%	51.2%
Yield rate	21.6%	23.5%	22.4%	23.8%

*Note:* 2018 data as of August 21, 2018. The official numbers will be available after the 12<sup>th</sup> day of undergraduate classes, the official census date of September 5, 2018. Transfer applicants are not included in the above numbers.

In 2017-18, the Admission Office implemented some strategic shifts in its first year using Fire Engine Red for a truly national campaign to recruit high achieving students. A more meaningful marketing campaign resulted in applicants of higher academic quality with more sincere interest in SMU. Prospective students also better understand the academic criteria necessary for admission. Consequently, the quality of applicants rose significantly while the number declined – a decline almost entirely among students who would not have been admitted anyway. Even though the admit rate increased, the yield rate improved significantly. Aggressive and comprehensive plans are in motion to continue the growth in applications and the reduction in admit rate that SMU experienced from 2011 to 2015.

- 1.2.4 Enhance recruitment, scholarship support, and retention initiatives designed to increase the racial, ethnic, and socioeconomic diversity of the student body as well as the four- and six-year graduation rates of diverse students.

While applications from underrepresented students declined in 2018 similar to the overall applicant pool, preliminary numbers show the offers of admission to diverse students increased to 2,138 this year, up 7% from 2,001 offers in 2017. Preliminary, unofficial data on the enrolled first-year students in fall 2018 indicate that 26.9% are from diverse backgrounds.

For the fall 2018 entering class, SMU offered an additional \$1 million (\$250,000 per year) dedicated to underrepresented students admitted to SMU. Also, for the third year in a row, donors have contributed scholarship funding for underrepresented students. In fiscal year 2018, donors gave SMU more than \$72,000 in additional multi-year current-use commitments and a new \$500,000 endowment commitment. In fiscal year 2017, donors made new commitments totaling almost \$450,000 to support student diversity for the fall 2017 entering class. In fiscal year 2016, generous donors committed \$1.4 million to provide scholarships supporting student diversity for the class entering in fall 2016. Overall, donors have contributed more than \$3.4 million in current-use and endowment funds toward this effort in the last three years.

Currently, SMU meets on average approximately 85% of students' demonstrated financial need. *Continuing the Ascent*, released by the President and Provost in spring 2018, includes a recommendation to raise and allocate funds to increase that to meet 95% of need, moving closer to meeting the full demonstrated financial need for all undergraduates.

The Black Alumni of SMU and the Hispanic Alumni of SMU, building community among alumni and students, raised approximately \$86,000 in fiscal year 2018 to support scholarships for underrepresented students.

The Cox School has been successful in increasing the number of women in its graduate programs from 162 in 2014 to 284 in 2017. Women made up 40% of the students in Cox graduate programs in fall 2017.

In 2017-18, the Lyle School made undergraduate scholarships for minority students a priority by raising funds specifically for this effort and was able to recruit four additional minority students with this added funding.

Perkins School of Theology has given priority to recruiting efforts for students of color by developing memoranda of understanding with three historically black institutions (Philander Smith College, Wiley College, and Huston-Tillotson University) and other colleges and universities known for serving diverse populations. Also, in 2018, to attract first-generation students, especially students of color, the Texas Methodist Foundation awarded the Perkins School a two-year, \$40,000 per-year grant for scholarship funding.

- 1.2.5 Exceed the average percentages, as reported by cohort and aspirational institutions, of total enrollment of individual racial and ethnic undergraduate minorities by 2020.

Review of the average undergraduate enrollment percentages at our peer institutions reveals that SMU approximates the percentages of our peers. For fall 2016, the most recent data available, the percentage of African-American undergraduate students is 5% for aspirational universities and 5% for cohort institutions. SMU's 5% in that year matched the averages for the cohort and aspirational peers. Averages for other underrepresented groups include Hispanic 11% (SMU), 9% (aspirational peers), and 12% (cohort peers); Asian 7%, (SMU) 13% (aspirational peers), and 7% (cohort peers); and two or more races 4% (SMU), 4% (aspirational peers), and 3% (cohort peers).

- 1.2.6 Engage in strategic relationships with community, educational, and religious organizations that foster access to college for racially, ethnically, and socio-economically diverse high-achieving students.

In 2017-18, SMU expanded a Dallas Independent School District (DISD) scholarship program to become the Dallas County Mustang Scholars program. The program awards 10 four-year, full-tuition and fees scholarships to low-income students graduating from any high school in Dallas County. Each scholarship is valued at over \$200,000. With about 40 students enrolled each year, the University's annual commitment amounts to over \$2 million. With the

expansion, applicants for the program rose from about 25 per year to more than 90.

Also in 2017-18, SMU became a founding partner with Dallas County Promise. SMU selects five low-income students graduating each year from Dallas County Promise eligible high schools. These five students each receive a full-tuition and fees scholarship to transfer to SMU after earning associate degrees at a Dallas County Community College District (DCCCD). The Promise program pays full tuition and fees while at DCCCD. In its first year, SMU selected five students and presented them with certificates during ceremonies, which drew local news and social media attention.

- 1.2.7 Leverage the number, scope, and influence of alumni to promote SMU to prospective students in the United States and around the world.

In 2017-18, the Admission Office, in collaboration with the Office of Alumni Affairs, launched a world-wide alumni communications campaign with Fire Engine Red. The campaign provided guiding messages for alumni to share with prospective students and helped to launch a referral program at [smu.edu/referamustang](http://smu.edu/referamustang). In the first year of its launch, 316 referrals have been received.

In April 2018, the SMU Black Alumni group assisted in calling admitted African American students and their parents to help convince them to attend SMU. The Rev. Dr. Sheron Patterson '83, SMU Trustee and alumna, and her husband, Robert, opened their home and hosted a reception for admitted African-American students from the Dallas area. Of the 11 students who attended the reception, eight will enroll in the fall.

In spring 2018, SMU Alumni Volunteers, working with the Office of Admission, personally contacted the 1,500 highest-ranked accepted applicants to encourage their enrollment, resulting in a 19% yield. This almost matched the typical overall yield levels, which is a notable result among the highest-ranked applicants.

SMU continues to highlight successful alumni in “World Changers Shaped Here” videos, available at [smu.edu/world](http://smu.edu/world) and featured during Athletics

broadcasts and on social media. Videos and stories from DEA Marketing and Communications featuring Courtland Sutton '18 (Athletics/Simmons), Biko McMillan '18 (Dedman College), Kovan Barzani '17 (Dedman College/Cox), and Thomas Morstead '09 (Athletics/Lyle) earned more than 26,000 views.

- 1.2.8 Increase marketing and relationship-building with high school counselors, higher education colleagues, and other publics to strengthen the local and national reputation of SMU.

In 2017-18, to raise awareness of and knowledge about SMU in both historically strong and emerging markets, the Admission Office launched communications campaigns with Fire Engine Red to high school counselors across the country. In addition, this year Admission continued to host high school counselors on campus through counselor visit programs and the Counselor Advisory Board. SMU Admission intends to increase the number of counselors visiting campus in the coming years.

In June 2018, Dallas was host to the national conference of the Higher Education Consultants Association. SMU's relationships with this organization helped to host 75 counselors for an in-depth tour of the campus and academic units, as well as an evening reception at the Meadows Museum for the more than 150 conference attendees.

Each spring since 2001, SMU hosts "Magic in the Metroplex," a fly-in program for 55 counselors from around the country who travel to Dallas to visit SMU, TCU, the University of Dallas, and Austin College. The program has gained a national reputation with counselors expressing a strong interest in attending.

Beginning in April 2015, SMU also has hosted 15 counselors from international high schools for the Heart of Texas tour (H.O.T.), which includes visits to SMU, TCU, the University of Texas-Austin, St. Edward's University, and Trinity University.

During 2017-18, the Meadows School commissioned and received from Hanover Research a report based on surveys of counselors and teachers at 428 high schools within six targeted recruiting markets. Hanover also helped identify additional high-potential recruitment markets across the nation. As a result of



this study, Meadows School recruitment travel now focuses on a limited number of markets where improving Meadows School brand awareness and perception can be combined with the opportunity for significant growth.

- 1.2.9 Increase the retention rate from first to second year for undergraduate students to 92% by 2020, and 94% by 2025.

The first-year retention rate rose for the fourth straight year to 90.9% for the cohort entering in fall 2016, an increase of 0.4 points over fall 2015. Figures for earlier fall cohorts were 90.3% (2014), 89.3% (2013), and 88.9% (2012).

Further discussion of work under way on retention and graduation rates and steps being taken to improve both are discussed in Goal Four, Objective One (4.1.1).

- 1.2.10 Increase the four-year and six-year graduation rates for undergraduate students to 74% and 82%, respectively, by 2025.

For the cohort entering fall 2013, the four-year graduation rate climbed to 71.6%, bouncing back strongly from the previous year's 67.6% rate and even surpassing the 71.0% achieved for the cohort entering in fall 2011. Rates for the cohorts entering between fall 2007 and fall 2010 ranged between 66.6% and 68.3%.

For the cohort entering fall 2011, the six-year graduation rate rose to 80.5%, bettering the previous cohort's 78.8%. Previous rates were 78.9% (fall 2009 cohort), 77.1% (fall 2008), and 79.1% (fall 2007).

- 1.2.11 Increase applications for graduate admission, and improve operational processes by continuing to centralize graduate admission operations in each school to the extent permitted by school accreditors.

Application numbers for the graduate and professional schools indicate that Cox School and Perkins School have increased applications over last year but Dedman College, Meadows School, and Lyle School have seen decreases. Application numbers have remained approximately the same for Dedman Law and Simmons School. Applications from international students figure

prominently in these numbers and international applicants will be discussed in response to Goal Five, Objective Three (5.3.4).

**Graduate and Professional Applications by School, 2016-18**

<i>School</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Cox	1,777	1,893	2,165
Dedman College	1,089	864	837
Dedman Law	1,772	1,759	1,815
Lyle	2,180	2,232	2,182
Meadows	--	336	306
Perkins	115	139	267
Simmons	--	1,135	1,250

*Note:* 2016 and 2017 data are through the end of the admission cycle; 2018 data are as of August 17, 2018.

A new position in support of Ph.D. recruiting was approved using Operational Excellence (OE) initiative (formerly Operational Excellence for the Second Century [OE2C]) savings and will be filled in academic year 2018-19. A faculty task force considering the possibility of creating a graduate school completed a draft report in March 2018 that assessed the role of graduate schools at aspirational and peer institutions. A graduate school would initially focus on Ph.D. programs with the goals of improving Ph.D. student quality and completion rate. This report will be evaluated during the 2018-19 academic year.

**1.3 Objective Three: Improve the effectiveness of the recruitment, admission, and enrollment processes of transfer students and remove unnecessary barriers to transferring academic credits.**

- 1.3.1 Increase the number of new transfer students to 500 by 2020 and to 600 by 2025.

In 2017-18, 392 new transfer students entered SMU (279 in fall term and 113 in spring term), a 15-student decrease from 2016-17 and a 25-student decrease from 2015-16.

In 2018, the Admission Office hired EAB/Royall & Co. to assist in direct marketing campaigns to reach out to potential transfer students to increase the number of transfer applications to SMU. The University is in the process of analyzing and reassessing the target number of transfer students.

- 1.3.2 Enhance recruitment, scholarship support, and retention initiatives for transfer students to increase the racial, ethnic, and socioeconomic diversity of the student body.

In 2017-18, minority students made up 37% of the new transfers, contrasted with 35% of 2016-17 transfers and 34% of the 2015-16 transfers.

To achieve a more transfer friendly policy, a more appropriate repeat policy was approved for transfer students who repeated courses at their previous institution. The new policy results in higher transferable GPAs for students and corresponds with similar policies at Texas community colleges as well as with SMU's repeat policy for non-transfer students.

Diversity of the overall student body has been previously discussed in response to Goal One, Objective Two.

- 1.3.3 Develop school-wide and departmental transfer partnerships with school districts, community colleges, and national programs to provide pathways to SMU for high-achieving transfer students.

To speed up the process of approving transfer courses, a project was completed to create more specific transfer course equivalencies in *my.SMU*, the student information system used by students and advisers which stores the articulations between SMU courses and courses at other institutions. In fall 2017, there were approximately 11,000 course equivalencies for transfer courses. By spring 2018, there were 33,296 course equivalencies from Texas community colleges and other institutions included in *my.SMU*.

During 2017-18, the number of institution-specific Transfer Equivalency Guides (with 50 or more course equivalencies) was expanded from 60 to 134. These guides include all feeder institutions as well as colleges and universities across the country. The guides also serve as tools that transfer students may use to build their own unofficial transfer evaluation report, showing which courses transfer and their expected transferable GPA.

In fall 2017, SMU had 19 Transfer Pathway Guides (articulation guides) and created 21 more in 2017-18, converting these guides into interactive guides in the SMU catalog.

In 2017-18, SMU also partnered with American Honors, a program offered at 2-year colleges across the U.S. that provides extra support and resources for students to prepare for and transfer to a leading U.S. university.

- 1.3.4 Enhance support to integrate transfer students into the SMU community through Student Affairs and Residence Life and among faculty.

Focus groups with transfer students have identified ways in which SMU might enhance the experience of students who transfer to SMU. One idea from these focus groups was that during 2017-18, new transfer students who do not live in a residential commons were given an affiliation with Ware Commons. Residence Life increased communications to these newly affiliated transfer students and Ware residential leaders reported greater participation in commons events by transfer students. In recent focus groups, transfer students indicated they were aware of their Ware affiliation and liked knowing they had the option of becoming involved, even if they choose not to participate.

Transfer student participation recently has been strong in Academic Advising, Registration, and Orientation (AARO) and Mustang Corral, as reported at Goal Four, Objective One, Metric Six (4.1.6).

**1.4 Objective Four: Attract and retain a competent, diverse, and professional staff to support, efficiently and effectively, the academic units as centers of teaching, learning, and research.**

SMU Human Resources (HR) manages all talent acquisition and talent management activities for staff. Compensation, recognition, and professional development are among the top retention tools. The establishment and adoption of a market-based compensation program allows the University to make competitive talent choices and drive internal predictable pay practices that are fiscally responsible. During 2017-18, staff recognition awards and processes were assessed and improved, resulting in, among other matters, a revitalized, more formal Staff Celebration and Convocation in October 2017, followed by a 25+ Years of Service luncheon. Feedback from the campus community reflected appreciation for these and associated changes. SMU HR continues to provide training throughout the year to staff and managers and continues to enhance the professional development offerings.

**1.5 Objective Five: Invest strategically in instruction, research, and creative initiatives where SMU can be a world leader, such as interdisciplinary research; high-performance computing; data analytics; ethics and human development; and innovation, creativity, and entrepreneurship.**

A new center, SMU DataArts: the National Center for Arts Research, launched in August 2018 with the merger of DataArts and SMU's National Center for Arts Research. SMU DataArts is a natural extension of the mission of SMU and SMU's investment in data excellence. By combining the highest levels of academic research with widely accessible education and training programs serving the nonprofit arts industry, SMU can more effectively contribute data and knowledge to the arts and culture field. SMU DataArts will create new connections between SMU and cultural organizations in every part of the country. More discussion of SMU DataArts can be found at Goal One, Objective Five (1.5.2) and Goal Three, Objective Two (3.2.5).

Creative Computation – a center, program, and academic unit – is one of the anchors in a campus-wide exploration of the future of creative and interactive technology at SMU. A new tenure-track faculty line in Creative Computation has been approved and funded, bringing the full-time faculty in Creative Computation to three. A master's level program in Creative Computation has been proposed and will be under review during academic year 2018-19.

- 1.5.1 Recruit highly visible and accomplished senior interdisciplinary scholars who will attract other strong faculty, graduate students, and undergraduates.

Five examples of highly visible faculty recruits follow.

- Ron Rohrer, a member of the National Academy of Engineering, joined the Lyle School Electrical Engineering faculty in 2017 as the Cecil and Ida Green Chair.
- Wei Cai joined the Dedman College faculty in 2017 as the Clements Chair of Applied Mathematics. He received his Ph.D. from Brown University and develops advanced numerical methods to understand complex physical phenomena in broad application areas from biology, engineering, and quantum physics. He has been awarded over \$6 million in grants from the National Science Foundation, National Institute of Health, Department of Energy, Army Research Office, and the Air Force.
- Marcell Steuernagel joined the Perkins School faculty in July 2018 as the director of the Master of Sacred Music program, which is run in collaboration with Meadows. Steuernagel is expected to spearhead new efforts to create joint programs with Meadows. A native of Brazil, he is well positioned with numerous contacts throughout Latin America to enhance the global perspectives and programs of Meadows.
- Roberto Conduru, formerly of the University of Rio de Janeiro, began his appointment at Meadows as Endowed Distinguished Chair of Art History in January 2018. Conduru's interdisciplinary work as both scholar and curator on the art of Latin America and the art of the African diaspora in the New World places him in the vanguard of important trends in the discipline. His impact on recruitment, especially in the Ph.D. program, is already notable, along with enhancing the stature of Art History that may well attract other accomplished senior scholars to SMU.
- J.C. Chiao joins the Lyle School faculty as the Mary and Richard Templeton Centennial Chair of Electrical Engineering. He received his Ph.D. from California Institute of Technology and holds five patents in RF

MEMS (radio frequency microelectromechanical systems), MEMS optical, liquid crystal and wireless medical sensor technologies.

In addition, the Gerald J. Ford Research and Innovation Center will provide a new state-of-the-art building to support interdisciplinary research facilitated by SMU's high-performance computing capabilities, our digital humanities initiative, and other projects that advance this objective.

- 1.5.2 Encourage faculty expertise and interdisciplinary research that are based on using big data.

With Operational Excellence (OE) funding, the University has upgraded high-performance computing in 2017-18 with ManeFrame II, a state-of-the art system that is over five times more powerful than ManeFrame I, as well as more energy efficient. ManeFrame II provides faculty and students access to one of the most powerful, academic high-performance computing systems in the nation, supporting 33 externally funded grants and more than 60 projects in 13 departments in Dedman College, and the Lyle, Cox, and Simmons Schools. The discussion of ManeFrame II will be continued in Goal Three, Objectives Two (3.2.3) and Three (3.3).

The task force on Data Science completed its report, which analyzed “big data” programs and potential at SMU, recommending that creation of a Data Science Institute to coordinate and facilitate interdisciplinary programs in data science and the addition of interdisciplinary undergraduate and Ph.D. programs in data science have the potential to create a nationally ranked, top 10 program in data science at SMU.

The creation in August 2018 of SMU DataArts: the National Center for Arts Research resulted from the merger of SMU’s National Center for Arts Research (NCAR) and DataArts. NCAR and DataArts had collaborated since 2012. Previously, NCAR aggregated national-level data and provided a wealth of tools to help arts leaders and arts organizations thrive. NCAR maintained current data on 15,000 large and small arts and cultural organizations as well as data on arts consumption by almost 30 million households throughout the United States. This data came from several providers, but the largest provider was DataArts in

Philadelphia. DataArts operated the Cultural Data Profile (CDP), completed by every arts and cultural organization that applies for a grant.

Throughout academic year 2017-18, SMU central administration, NCAR, and the Meadows School worked on a friendly merger and acquisition of DataArts that resulted in a single, combined research center at SMU in Dallas. This strategic effort reflects not only SMU's historical commitment to the arts but also the University's commitment to high-level research and big data, supported by high-performance computing. Combining NCAR and DataArts offers SMU the opportunity to become, unassailably, the nation's leading provider of data and research in the arts ecosystem. SMU DataArts is also discussed at Goal One, Objective Five (1.5) and Goal Three, Objective Two (3.2.5).

- 1.5.3 Expand programming linkages for students and faculty in partnership with the George W. Bush Presidential Center.

The Bush Institute-SMU Economic Growth Initiative launched June 1, 2018. This initiative will combine the existing Economic Growth Initiative of the Bush Institute with the research of the SMU Department of Economics. The objective is to build the initiative into a globally respected policy voice on the most pressing economic issues of our time. The initiative is aimed at advancing policies that promote domestic economic growth and strengthen the competitiveness of the United States in the global economy.

For the past two years, the Simmons School has hosted its annual race and equity conference at the Bush Institute. At the conference, PreK-20 educators and administrators, social sector practitioners, elected officials, students, and parents deepen their knowledge of social and structural forces shaping our educational communities. Community leaders and SMU faculty facilitate breakout sessions examining and challenging beliefs and practices about race, gender and religious diversity, while providing participants with resources to counter oppression and to create more inclusive learning environments. More than 200 people attend the event annually.

The Niemi Center for Economic Growth and Leadership Development sponsored 15 fellowships this year, and 17 last year. These fellowships supported joint Cox School–Bush Presidential Center initiatives and activities in



the following initiatives: Military Service, Economic Growth, Education Reform, Research and Education, and Human Freedom.

SMU faculty Robin Pinkley (Cox) and Jeffrey Engel (History, Dedman) have been integral parts in planning and often presenting in the Bush Presidential Center's Presidential Leadership Scholars program in collaboration with three other presidential libraries.

### **1.6 Objective Six: Strengthen the Meadows Museum and University library system by expanding collections and enhancing the digital research infrastructure.**

In 2017–18, the Meadows Museum added several important works of art to the permanent collection, notably the splendid and historically significant *Beach at Portici* by Maria Fortuny i Jarsal (1838-74) along with one of the oldest works in the collection, *Saints Benedict and Onuphrius* by Pere Vall (active in the early 15<sup>th</sup> century).

After several years of digitization, the entire permanent collection of the Meadows Museum became available as an online resource, vastly expanding its international reach and impact. Early indications are that the average time spent on a collections web page has increased 20%, from 44 to 53 seconds, and that digitization has helped to raise the visibility of the Meadows Museum, leading to an uptick in loan requests. But more monitoring and systematic analyses will be needed to assess a range of measures to determine the impact of making the entire permanent collection available on the web as an online resource.

- 1.6.1 Craft a united strategic vision for libraries that supports SMU as a global research university with a liberal arts tradition.

To move the libraries toward a more cohesive and responsive organization, in June 2017 the Provost formed the Task Force on the Future of SMU Libraries with a charge to: (1) describe how all libraries can work together in a more coordinated fashion in the future, (2) recommend organizational structures and processes that allow the libraries to coalesce in a new and more coherent manner, and (3) propose the most effective structure and processes that encourage greater coordination across SMU libraries. The task force

recommended that Collections, Systems, and Assessment positions report centrally to the new dean.

Drawing on the work of the task force, in November 2017, the Provost announced a new vision for a centralized model for SMU Libraries, with five of six libraries reporting directly to the SMU Dean of Libraries and the Underwood Law Library with a dotted reporting line to the dean. The Provost identified crucial positions needed to create a more coordinated library system: Head of Collections and Head of Library Systems. A new position, Head of Library Systems, was created. A retirement enabled the reallocation of this position to create a Head of Collections position. The new organizational structure went into effect August 1, 2018 with the hire of SMU's new Dean of Libraries, Holly Jeffcoat.

- 1.6.2 Expand the information environment by increasing holdings to support teaching and scholarly research at the highest level.

For fiscal year 2019, the University approved a 15% increase to the libraries' collections budget from the Operational Excellence (OE) savings. This increase will allow the libraries to maintain their current holdings without cancelling critical resources.

The DeGolyer Library, supported by endowment funds and gifts, continued to build its collection of primary materials, acquiring several thousand books, pamphlets, broadsides, maps, manuscripts, photographs, and ephemeral materials. Notable acquisitions include the Donald J. Hobbs Sherlock Holmes Collection, a gift of over 8,000 volumes, distinguished for its extensive foreign-language holdings; the papers of Congressman Sam Johnson '51 (R-Texas); the A.B. Flanary papers; the John Hughes Cochran family papers; the Benjamin Franklin Hughes memoirs; and a manuscript copy book of the Texas Republican Party, 1902-1904.

- 1.6.3 Position librarians as active participants in the creative research process, including, but not limited to, digitization for primary resources, information retrieval, and curation of big data.

To improve information retrieval, the libraries implemented Primo VE, a new library search tool. Primo VE is integrated into the libraries' existing system environment and offers more accurate and up-to-date records, resulting in faster information retrieval.

With OE funding, the libraries implemented consultation services, in coordination with the Office of Information Technology (OIT) and the Office of Research and Graduate Studies (ORGS), to support faculty research in the following areas: Data Management Planning, Data Access, Metadata Advice, Data Storage and Preservation, and Instruction and Training on Data Management.

To improve services to graduate students, the libraries partnered with ORGS to open the Graduate Writing Center in Fondren Library to provide writing support for graduate students. The libraries created the new Graduate Student Lounge, a dedicated quiet workspace in Fondren Library. The libraries added workshops targeting graduate students with such topics as Author's Rights, Digital Scholarship, GIS, Grant Writing and Resources, Advanced Research Strategies and Data Management. In response to the success of these workshops, the libraries have worked with faculty to create on-demand workshops.

Bridwell Library's special collection holds more than 1,090 *incunables*, books printed with moveable type in Europe before 1501. A list of these titles is on the Bridwell Library website. A three-year project has been launched to create a digital image of each of these *incunables* that will be part of the online collection "Fifteenth-Century Printed Books at Bridwell Library."

The Meadows School supported a three-year position for a curator of the G. William Jones Film and Video Collection housed within the Hamon Arts Library. The Collection now contains more than 9,000 film prints and negatives and over 3,000 videotapes. During the 2017-18 academic year, the curatorial team has focused on digitizing film and video from the mid-century archives of WFAA-TV and making them available to researchers and the general public.

- 1.6.4 Evaluate requirements for ranking among the top 100 academic libraries in North America, including financial costs.

Calculations for the financial cost of improving the libraries' rankings among academic libraries were included in *Continuing the Ascent: Recommendations for Enhancing the Academic Quality and Stature of Southern Methodist University*.

### **1.7 Objective Seven: Continue to develop unique educational opportunities for the Plano and Taos campuses.**

- 1.7.1 Complete the evaluation of the role of SMU-in-Plano in SMU's second century.

After evaluating prospects for SMU-in-Plano in fulfilling SMU's mission, the decision was made in 2018 to sell the SMU-in-Plano campus.

On its first attempt, the Simmons School received national accreditation without exceptions for the Master of Science in Counseling from the Council for Accreditation of Counseling and Related Educational Programs. This program has been located at the SMU-in-Plano campus, will retain a presence in Plano, and will integrate more with the main campus as space becomes available.

- 1.7.2 Strengthen the integration of SMU Guildhall with the main campus.

SMU Guildhall will be brought to the main campus and located in the new Gerald J. Ford Research and Innovation Center. Two projects indicate prospects for greater Guildhall integration with the main campus: (1) faculty in the Simmons School and in the Guildhall have collaborated to create an award-winning app to promote literacy for adult learners – “Codex: Lost Words of Atlantis,” puts users into the role of an archaeologist traveling the world to decode artifacts. As users work to decipher ancient languages, players are actually building a foundation for literacy. (2) Dedman College biochemistry professors and the deputy director of research at Guildhall are leading an assault on cancer in partnership with fans of the best-selling video game “Minecraft.” The use of crowdsourced computing in addition to high-performance computing allows rapid sorting through millions of compounds to identify those that have the greatest potential to treat cancer.

- 1.7.3 Develop a revised Strategic Plan and Master Plan for SMU-in-Taos.

The Associate Provost for Curricular Innovation and Policy Oversight has oversight of SMU-in-Taos. The Director of Operations and the William P. Clements, Jr. Endowed Executive Director of SMU-in-Taos continue to expand academic and research aspects of the campus. A revised Strategic and Master Plan for SMU-in-Taos remains a work-in-progress.

- 1.7.4 Develop or maintain near-capacity enrollments at SMU-in-Taos for January, May, June, and August terms.

SMU-in-Taos student enrollments in 2018 increased over 2017 by 28%. Student enrollments in 2018 were 94 (January), 60 (May), 75 (June), and 57 (August) for a total of 286. Corresponding figures for 2017 were 95 (January), 66 (May), 21 (June), and 41 (August), for a total of 223. This year's offerings at SMU-in-Taos included a renovated archeology field school and new field schools in Engineering and Biology. Examination of reasons behind the significant enrollment increases will guide future planning for SMU-in-Taos. We expect to see increased enrollments at Taos in 2019.

- 1.7.5 Develop an executable plan for reductions in energy, water, and waste on the SMU-in-Taos campus, and expand the curriculum to include course offerings on sustainability.

Student-led sustainability projects at SMU-in-Taos continue to evolve. Current initiatives include the following: capturing solar energy from six demonstration solar panels for educational purposes, exploring plans to bring the Information Commons to Net Zero energy via solar energy, water reuse plans completed that will collect rain water from the roofs of the dining hall and the Miller Center.

- 1.7.6 Increase collaboration and partnerships between SMU-in-Taos and the surrounding community.

Staff are exploring how to increase and improve outreach to the greater Taos community.

## **GOAL TWO: TO IMPROVE TEACHING AND LEARNING**

For a university to be well-regarded by its wide range of stakeholders, an embedded value of the institution must be a deep commitment to its 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 technology-supported pedagogical advances. It also occurs through faculty being actively involved with students in and out of the classroom, laboratory, and studio, as well as through service activities within the community.

### **GOAL TWO OBJECTIVES**

**2.1 Objective One: Enhance teaching and learning through innovative curricula, pedagogies, programs, and methodologies that lead to creative thinking and innovative problem solving and are informed by research using advanced technologies.**

The Provost appointed a General Education Review Task Force in response to a Faculty Senate resolution passed in January 2016, charging the Task Force to review the University Curriculum, recommend improvements, and propose a revised and refreshed general education curriculum. University-wide meetings to discuss the completed report were held in 2017-18. After approval by the Faculty Senate, full faculty, and Board of Trustees, it is hoped the new curriculum will launch by fall 2020.

- 2.1.1 Enable new faculty to develop teaching skills through initiatives such as mentoring, feedback on at least an annual basis, tracking, and demonstrating effective teaching.

Through a partnership with the Cox School, the Center on Teaching Effectiveness (CTE) is conducting formative observations of the business school tenure-track assistant professors. These observations provide faculty with feedback, specific strategies, and recommendations for improving their teaching. In subsequent years, Cox school tenured faculty will conduct observations as part of the tenure and promotion process.

- 2.1.2 Develop and support alternative delivery methods, including, where appropriate, online and hybrid approaches to foster curriculum innovation as well as manage courses and degree programs in high demand.

In academic year 2017-18, the Associate Provost for Continuing Education, CTE, and OIT, under the guidance of the Provost and the deans, created processes and definitions for SMU online and hybrid programs University-wide. The stage has been set for launch of additional SMU online master's degrees and certificates, planned for fall 2019.

The Provost created the Continuing Education Program Council, comprised of the associate provost and the deans, and chaired by the Provost, to facilitate communication among and about all online initiatives at SMU. This structure will create and maintain consistent brand standards for all online offerings from SMU and assure that the both communication and compliance processes are in place.

SMU has robust experience with an example showing the potential of online education: the Master of Science in Data Science (M.S.D.S.). This online program began offering classes in January 2015 to its first cohort of 21 students. Students take five terms to complete the program. As of May 2018, across all cohorts, M.S.D.S. has grown to 320 students. Projected fall 2018 enrollment is 72 for the program's 12<sup>th</sup> entering cohort. The first cohort graduated in August 2016. As of May 2018, SMU has 124 M.S.D.S. alumni.

To support the expansion of SMU's capabilities for online education, CTE's instructional designers continued to develop and advance a training course for faculty to learn online pedagogy. During 2017-18, the designers worked with 121 faculty and staff across all schools. The instructional designers also trained 35 SMU faculty in 2017-18 (up from 17 the prior year) who were certified to teach online. CTE, in coordination with CAPE and OIT, is preparing to scale up efforts to support faculty as part of the University's expansion in online education. As more online education programs begin development, CTE will need to expand capacity to maintain faculty support and ensure high quality academic offerings.

The Meadows School is developing online and hybrid courses where there is demand, opportunity to increase enrollment, and revenue growth potential. A fully online iteration of DANC 4373 and 4374: Dance History will be offered for the first time in 2018-19. Typically limited to dance majors, this course may have broad appeal in this format.

Also, the Cox School is working to launch in fall 2019 an online MBA program.

Beginning this fall, the Perkins School will offer an innovative hybrid program for both its Master of Divinity (M.Div.) and Master of Arts in Ministry (M.A.M.) degree programs targeted to the constituencies of its Houston-Galveston Extension Program. The hybrid program is designed to leverage the strengths of both face-to-face and online instruction. Students will be able to complete the M.Div. program in three years and the M.A.M. program in two without having to relocate or invest significant time commuting. Program faculty either have extensive online teaching experience or have participated in the SMU CTE training program.

The Global Theological Education program is working on a pilot project in distribution of an online “Master’s Class” in Methodist History that will bring together students on three continents through innovative use of shared resources comprising short videos, readings, guided discussions, and online discussion groups. This class should be offered in two centers in Africa and at least one in the Philippines in September 2018. The involvement of the Perkins School in developing the Global E-Academy of the United Methodist Church can be found in the discussion of Goal Two, Objective Two (2.2).

- 2.1.3 Review each undergraduate major to identify courses that also should be offered consistently in intersessions (January, May, June, or July terms) to facilitate timely degree completion as measured by four- and six-year graduation rates.

In the 2017-18 academic year, the Provost’s Office led the college and schools in determining the critical courses for timely completion and how best to ensure the offering of these courses during an intersession term. The website “Wish List” invites students to indicate which courses they would like to see offered in intersessions. This student input influences course offerings during intersessions.



- 2.1.4 Construct summer and other interterm course offerings that effectively address student demand to increase enrollment and total credit hours in undergraduate summer school in each of the schools.

Dedman College has developed online courses for the first two semesters of six languages (Chinese, French, German, Italian, Latin, and Spanish) for the summer, January, and May interterms. In summer 2017 the program launched with limited course and section offerings. Some 52 students enrolled. This past year, with more robust course and section offerings, 252 students enrolled. These online courses have decreased the number of students petitioning to take language courses at other institutions, mainly online, often of a lesser quality, and captured SMU student tuition revenues that otherwise would go elsewhere.

- 2.1.5 Strengthen the Center for Teaching Excellence (CTE) to provide greater support for faculty, offering programs and services reflecting best practices at aspirational peer institutions, including reviewing and advocating the best methods for using online and hybrid education.

During 2017-18, CTE delivered 14 workshops, up from 11 the previous year. CTE celebrated the 25<sup>th</sup> anniversary of the Teaching Effectiveness Symposium by bringing two nationally renowned teaching experts to campus who worked with individual faculty to improve their instruction. To encourage innovative teaching, CTE awarded Just-in-Time Teaching and Technology grants to 13 SMU faculty, down from 19 in 2016-17. These small grants promote teaching improvements such as the use of virtual reality, digital design, and active learning techniques. In addition, CTE participated in the inaugural meeting of the Colonial Group Teaching Center Directors to discuss best practices and how to improve our work.

Two instructional designers, whose work has been previously discussed at Goal Two, Objective One (2.1.2), have been employed by CTE to assist faculty in course development, deployment, and evaluation, particularly online.

- 2.1.6 Increase the percentage of faculty using CTE annually to 33% from the 2015-16 annual participation rate of 20%.

CTE continued progress toward increasing the percentage of faculty using CTE to one-third annually. During 2017-18, 26% of full-time SMU faculty attended CTE programming or utilized services, a decline from 30% the year before.

**2.2 Objective Two: Design, implement, and evaluate interdisciplinary programs, combining fields generally considered distinct, to match needs of the modern city, state, nation, and world.**

The Global Theological Education Program (GTE) in the Perkins School is deeply engaged in the formation of a Global E-Academy of the United Methodist Church, drawing on partners within SMU (notably the Simmons School and the Lyle School's Hunt Institute) as well as global partners among Methodist institutions in Asia, Africa, Europe, and Latin America. The Global E-Academy will call for an expanding number of globally sourced online short courses to be used in colleges, seminaries, and pastor training programs worldwide. GTE is currently in active discussions with Methodist education leaders to give final definition to the project. So far in summer 2018, discussions have been held in Manila and London, with more scheduled this fall in Chile and South Africa. This topic is also discussed at Goal Two, Objective One (2.1.2).

- 2.2.1 Increase the number of courses and programs that are taught by faculty across departments and schools by providing resources and incentives for faculty to develop and implement interdisciplinary courses.

A proposed new Meadows program in Music Cognition and Data Science (M.C.D.S.) is an interdisciplinary minor combining musical, scientific, data analytic, and technical literacies to prepare students for the music jobs of tomorrow. The program combines traditional coursework with novel experiential workshops and research training across three SMU schools to provide a structured approach to cutting-edge topics that impact the current music and sound design sector. The topics include music cognition, machine learning applications, music information retrieval (MIR), music informatics, social and affective psychology of music, acoustics and sound design, and the neuroscience of music. When implemented, the proposed new Meadows School program in M.C.D.S. will be taught by faculty across several departments and three schools. M.C.D.S. reflects the desire to support and incentivize faculty who develop and implement interdisciplinary courses.

Starting in fall 2018, several interdisciplinary minors in Dedman College departments begin. The Biological Sciences and Psychology departments will offer a new interdisciplinary minor in Neuroscience that focuses on the study of the nervous system, behavior, and experience in a manner that bridges the traditional boundaries of psychology and biology. The Philosophy and Psychology departments will offer a new interdisciplinary minor in Cognitive Science that focuses on the study of the mind, intelligence, and cognition. The World Languages and Literatures Department and Film and Media Arts in the Meadows School will offer a new interdisciplinary minor that combines the study of foreign languages, cultures, cinemas, and basic film studies courses in a way to provide students both breadth and depth in foreign cinema studies.

Dedman Law secured \$4 million in commitments to launch the new Robert B. Rowling Center for Business Law and Leadership. The Rowling Center will enrich the Dedman Law School's existing curriculum, and include new leadership training to highlight professionalism and "soft skills," as well as empirical training to teach core business skills.

- 2.2.2 Develop new University policies that will allow faculty to teach across departments and schools without penalty as to tenure, promotion, or salary. Develop guidelines on how schools and departments will share in the compensation and other benefits for faculty who teach across departments or schools. As appropriate, review and revise tenure and promotion policies and procedures to remove unnecessary impediments to interdisciplinary hires and teaching.

Work will continue on this during the coming academic year with the deans and faculty in conjunction with overall work on tenure and promotion policies discussed previously at Goal One, Objective One (1.1.4).

**2.3 Objective Three: Critically review programs to ensure excellence and alignment with the University's strategic objectives while accommodating new educational ventures and implementing discontinuance procedures where appropriate.**

- 2.3.1 Report annually on departmental reviews, new educational programs, and discontinued programs in light of the University's strategic priorities.

SMU reviews departments and academic programs to evaluate alignment with and contribution to SMU's Strategic Plan goals of enhanced academic quality and improved teaching and learning, while exercising responsible fiscal stewardship. Departmental reviews are reported to the Academic Affairs Committee of the Board of Trustees; new, substantially changed, and discontinued educational programs are reported to the Committee for approval.

Departmental reviews are overseen by the Office of the Provost through the Academic Program Review Committee (APRC) which consists of the Associate Provost for Institutional Planning and Effectiveness (chair), the Associate Provost for Faculty Affairs, the Vice President for Research and the Dean of Graduate Studies, the Director for Institutional Research, and a faculty member from the Academic Policies Committee of the Faculty Senate as designated by the Faculty Senate.

After a hiatus to review and revise procedures, departmental reviews are scheduled in fall 2018 for Advertising, Civil and Environmental Engineering, and Physics. Three more departmental reviews are scheduled in spring 2019 for Electrical Engineering, Mathematics, and Philosophy.

During 2017-18, one new degree program (Master of Education in Higher Education in the Simmons School) was approved and the Academic Affairs Committee was informed about four new minors and one revised minor. No programs were discontinued. In the prior academic year, two new degree programs (the Ph. D. in Theoretical and Computational Chemistry in Dedman College and the Master of Science in Health Promotion Management, a joint degree program with the Simmons and Cox schools) and substantive changes to two other existing programs were approved by the Academic Affairs Committee.

#### **2.4 Objective Four: Engage the community for lifelong learning through professional training and continuing education.**

- 2.4.1 Review best practices in continuing education, examine market studies for continuing education in North Texas, and enhance SMU's academic mission through continuing education offerings that resemble the robustness found in our aspirational peer institutions.

Larenda Mielke, the inaugural Associate Provost for Continuing Education, began in summer 2017. During 2017-18, the highest goal for SMU continuing education was to develop a framework and financial strategy to guide the University moving forward. Agreements were negotiated with the deans, including the mission, definitions, governance, and financial strategy. In May 2018 Provost Mielke finalized *Collaborative Framework for Continuing, Digital, and Online Education at SMU*. This document serves as the basis for the development and launch of new programs and courses to serve alumni and new populations of learners with several programs, certificates, and courses expected in the next couple of years.

Best practices for continuing education have been comprehensively studied. A robust internal study involved over 250 hours of research into best online practices, supplemented by site visits and outreach to leaders in online education across the nation. Market research, begun in spring 2018, is ongoing to understand the overall regional market to help shape two specific degree programs that have a projected launch date of fall 2019.

Since the fall of 2015, continuing education efforts undertaken by Perkins have been on the rise in number of programs, diversity of programs, and participation. For example, the Perkins Fall Convocation, formerly known as Ministers Week, had a registration of 39 in January 2015. In January 2016, registration hit 150, in November 2016 128, and in November 2017 218. In addition, a free public evening event draws people from across the Southwest. In 2016, Professor N.T. Wright, the prolific biblical scholar at the University of St. Andrews, drew an audience of more than 1,500 to campus. In November 2017, 2,300 attendees filled McFarlin Auditorium to hear bestselling author Anne Lamott.

**2.5 Objective Five: Develop new programs, including innovative professional master’s degrees and certificate programs, to serve alumni and new populations of learners while generating additional revenue for the University.**

The new push for continuing education, discussed at Goal Two, Objective Four (2.4.1) will develop several programs and certificates in the years ahead, initially targeting launch in fall 2019 of an online cyber security master’s degree program. Development of online courses and programs, discussed at Goal Two, Objective One (2.1.2), will also address this objective.

Several new interdisciplinary programs, created in 2016-17, have launched, including the M.S. Engineering/MBA program (Lyle School and Cox School), M.S. in Engineering Entrepreneurship (Lyle School and Cox School), M.S. in Health Promotion Management (Simmons School and Cox School), Concentration in Church Non-Profit Management (Perkins School and Cox School), and Concentration in Social Innovation and Nonprofit Engagement (Perkins School and Meadows School). Initial results are promising.

The Certificate of Applied Economics program offered by the Dedman College Department of Economics, is focused on improving the use of statistical and data analysis tools and applying economic models in the economic decision-making process of firms. For non-SMU undergraduate students (domestic and international) the certificate can be especially attractive because the courses taken can be credited toward the M.A. in Applied Economics. Additionally, international students may obtain accreditation of the courses in their respective undergraduate or graduate programs.

Cox Executive Education offered one new certificate program in 2017-18: Certificate for Corporate Compliance Professionals. This program is offered in collaboration with Dedman Law.

## **2.6 Objective Six: Increase involvement of students in internships and practical, field-based experiential learning on campus, in the local community, and around the world.**

The Engaged Learning program is a campus-wide initiative to enhance undergraduate learning with experiential learning opportunities such as research assistantships, fellowships and undergraduate entrepreneurship and innovation. Engaged Learning programs help students acquire a significant and sophisticated understanding of knowledge by developing that understanding in practice in their own or faculty-led project while a student at SMU.

Over the 2016-17 and 2017-18 academic years, 425 undergraduates took part in an Engaged Learning program, with about half repeating the experience or undertaking a different engaged learning project, resulting in 678 funded projects. The following table presents data on the number of projects and the

award amounts committed to each type of Engaged Learning program during 2016-18.

**Engaged Learning Programs and Projects Funded, 2016-18**

<i>Program</i>	<i>2016-18</i>
Undergraduate Research	
Undergraduate Research Assistantship (up to \$1,500)	344
Summer Research Assistantship (up to \$2,250)	101
Engaged Learning Fellowships (\$2,000)	198
Big iDeas	
Pitch Contest (\$1,000)	16
Business Plan Competition (\$5,000)	7
Clinton Global Initiative University	
Commitment Makers (up to \$10,000)	12
Total projects funded	678

- 2.6.1 Incubate programs that use Dallas, North Texas, the nation, and the world as a laboratory and a classroom.

Dedman College has begun work to increase the proportion of Dedman College students’ participation in internships. In 2017-18, 84 Dedman College students participated in a for-credit internship, compared to 70 in 2016-17 and 75 in 2016-17. To increase internship opportunities and career-related experiences (e.g., shadowing, workplace visits), Dedman College continues to partner closely with the Hegi Family Career Development Center and with alumni and the Dedman College Executive Board members.

Dedman College Scholar Greg Guggenmos (Class of 2018) has launched a “community bail” program that would provide money for indigent defendants who otherwise might spend days or months behind bars for nonviolent, misdemeanor crimes. Currently raising funds for the program, Guggenmos has benefitted from work along these lines in a Big iDeas project through Engaged Learning.

In March 2018, the Lyle School was approved as a National Academy of Engineering Grand Challenge Scholars school (one of 55 schools nationally). This program is a combined curricular and extracurricular program with five components that are designed to prepare students to be the generation that solves the grand challenges facing society in this century.

Last summer Perkins School created a new position, Director of Community Engagement, to create opportunities for its students to connect with the many stimulating, thriving ministries in the DFW and Houston areas.

Dedman Law's corporate counsel externship program is serving as a national model. Some students have chosen to attend law school at SMU because of the program. Launched in fall 2013 with 30 students, enrollment has increased to 53 students in 2016, 70 in 2017, and 80 for fall 2018.

Additional discussion of educational opportunities using the world as a classroom can also be found at Goal Four, Objectives Three (4.3.2) and Five (4.5.3), and Goal Five.

- 2.6.2 Increase the number of students engaged and the variety of experiences such programs offer.

Students engaged in for-credit internships have declined slightly in recent years, a concern that will be reviewed and addressed in the 2018-19 academic year. Graduate students taking one or more for-credit internships during the academic year totaled 485 in 2017-18, down from 554 in 2016-17 and 510 in 2015-16. Undergraduates taking one or more for-credit internships during the academic year totaled 509 in 2017-18, down from 545 in 2016-17 and 530 in 2015-16. Counting graduating seniors who had an internship experience in their undergraduate career gives 452 (28.9%) among the 2018 graduates, 472 (30.6%) in 2017, 472 (31.6%) in 2016, 489 (32.9%) in 2015, and 473 (31.6%) in 2014.

For-credit internships provide only one type of internship opportunity for students. Noncredit internships also attract student interest and involvement. But data for noncredit internships are more challenging to compile. To increase the number of students engaged in internships will require consideration of these noncredit internships as well as an analysis of the lack of growth in the number



of students pursuing for-credit internships. As discussed for Dedman College (2.6.1), working with the Hegi Family Career Development Center to increase internship opportunities can benefit from and promote closer relationships with SMU alumni.

The Hegi Family Career Development Center led campus-wide employer relations efforts to visit four companies, during which nearly 100 participating students from all majors met with executives and participated in brief shadow experiences over fall break in 2017.

The Simmons School's Budd Center has increased student involvement in field-based learning through a federal grant that supports "Project Connect," connecting coursework with direct field experiences in West Dallas. Over 100 undergraduate students have had these field-based experiences.

In a joint effort between the Hegi Family Career Development Center and the Office of Alumni Relations, alumni Career Volunteers provided one-day externships for 81 students during winter break, and for 30 students in May.

Discussions of internships can also be found in Goal Four, Objectives Three (4.3.2) and Five (4.5.3).

## **2.7 Objective Seven: Increase the number and range of courses that integrate ethics development into all undergraduate majors and graduate student programs.**

The Maguire Center for Ethics and Public Responsibility provides Faculty Incentive Grants for the development of new ethics courses that integrate ethics into a faculty member's area of study. New courses developed in 2017–18 include "Problems in the Philosophy of Religion and Gender, Religion and International Development" in Religious Studies; "Moral Theory and Bioethics" in the Perkins School; "The Ethical Teacher" in the Simmons School; and "The Ethics of Care" in Anthropology. The Maguire Center also supported the revision of two courses: "Ethics and Compliance for the Global Enterprise" in Dedman Law and "Texas-Mexico Borderlands: A Social, Political, Cultural and Economic Story" in World Languages and Literature.

Ethics is woven into general education at SMU. In the current University Curriculum (UC-2016), students may choose to complete an ethics-based course as part of their depth requirements. The proposed general education curriculum (mentioned at Goal Two, Objective One [2.1]), if adopted, will require all students to take a course with an ethics proficiency and experience.

All Simmons School programs integrate ethics into their courses. Ethics is substantively integrated into the Teaching and Learning curriculum to comply with TEA requirements and is reviewed as an aspect of state accreditation. Counseling has doubled the number of required ethics courses (from one course to two) for graduation beginning with students who enrolled in the 2017-18 academic year.

Dedman Law launched a new certificated program in Ethics and Compliance in conjunction with the Maguire Center for Ethics and Public Responsibility and the Cox School.

## **GOAL THREE: TO STRENGTHEN SCHOLARLY RESEARCH, CREATIVE ACHIEVEMENT, AND OPPORTUNITIES FOR INNOVATION**

The mission of distinguished universities includes both sharing and creating knowledge. To enhance its standing among peer institutions, SMU must increase its support of basic and applied research, scholarship, and creative achievement through more interdisciplinary projects and the support of high-performance computing.

### **GOAL THREE OBJECTIVES**

#### **3.1 Objective One: Encourage widespread development of campus-wide interdisciplinary research projects and programs for graduate and undergraduate students and faculty.**

The Dedman College Interdisciplinary Institute (DCII) supports attainment of this objective, bringing together faculty from across various disciplines and schools for discussion and debate, resulting in new interdisciplinary material for teaching and research. Research clusters, convened by faculty from across the University, cover topics spanning the humanities, social sciences, sciences, and the professions. For 2017-18 DCII sponsored 15 research clusters, surpassing eight or nine in each of the previous three years. For four years, faculty have organized research clusters around 28 topics. Eight clusters have spanned more than a single year. Clusters topics have included biopsychosocial research, digital humanities, global health, graphical information systems (GIS), and linking mathematical and life sciences.

- 3.1.1 Support the creation of an increasing number of interdisciplinary offerings within and across the schools.

Many majors and minors have traditionally consisted entirely of courses from one specific discipline. One sign of the rise of interdisciplinarity is the number of majors and minors that now formally recognize the relevance of other disciplines by requiring courses from more than one. Consider the approximately 120 majors and 80 minors at SMU offered in 2016-17. Setting aside the disciplines whose different labels mask their fundamental similarity

(for example, a B.S. in Economics with Financial Applications and a BBA in Finance), 20% of the majors and minors have one-fifth or more of the required courses from other disciplines. With growing support for interdisciplinarity, this percentage can be expected to increase in the coming years. Indeed, during 2017-18, three new interdisciplinary minors have been approved to start in fall 2018 and another starts in fall 2019. Proposals for two additional interdisciplinary minors will be reviewed and considered early in fall 2018.

- 3.1.2 Increase external support for interdisciplinary research and programs that position SMU as a world leader in addressing global challenges.

Previously discussed work of the Dedman College Interdisciplinary Institute supports attainment of this objective (Goal Three, Objective One – 3.1), bringing faculty from across disciplines and schools together for discussion and debate, resulting in new interdisciplinary material for teaching and research.

In fiscal year 2017 generous donors made a significant gift to support what is now called the SMU Maker Education Project. SMU acquired a new mobile makerspace, officially launched in October 2017. Previously at the Hasso Plattner Institute of Design at Stanford, the truck once known as the “Sparktruck” is a collaborative venture between the Lyle School and the Simmons School. This interdisciplinary work embodies the maker movement – sharing creative challenges with people from very different backgrounds to build things. A design challenge in May 2018 involved SMU students redesigning the truck, inside and out, making it into a teaching tool that helps K-12 teachers explore innovative ways of inspiring their students and pursuing their own professional development. An immersive three-day maker education workshop at SMU in July 2018 for K-12 teachers drew over 180 applicants. The truck was also used to help train DISD middle school teachers in summer 2018 through the Simmons School’s STEM Teacher Academy.

**3.2 Objective Two: Improve research infrastructure and administrative support for faculty applying for external funding to enable expanded collaborative programs with corporations, businesses, governments, educational institutions, and other partners.**

Savings from Operational Excellence (OE) have been invested in strengthening research infrastructure and administrative support for faculty applying for external funding. The completion rate of contract negotiations was facilitated by the addition, with funding from OE savings, of a supporting position for contract management in the Office of Research and Graduate Studies (ORGS). Additionally, two more research positions in ORGS funded by OE savings and filled in summer 2018 will provide additional faculty research support. These new staffers will assist faculty to generate proposals, monitor their progress at the funding agencies, and help oversee the grant's implementation once received. In the year ahead, the Office of Information Technology (OIT) will provide even greater technology support to faculty through three new positions, again funded by OE savings, for high-performance computing, data science, and an internet of things (e.g., research equipment) software developer. As mentioned at Goal One, Objective Six (1.6.3), the libraries, working with OIT and ORGS, have used OE savings to enhance support for faculty research as well as to provide grant writing workshops.

- 3.2.1 Increase annual research expenditures to \$50 million by 2025.

In 2017-18, funding from external grants and contracts in support of research totaled \$25.1 million, up from \$21.7 million in 2016-17. "Research expenditures," which include grants and contracts, University-funded research, and University-supported indirect costs, totaled \$26.0 million in preliminary figures for 2017-18, down from \$27.5 million the prior year. This broader category, research expenditures, is the basis for comparisons used in the classifications and rankings of universities.

To accelerate the growth in research expenditures that will put us on the path to SMU's strategic objective of \$50 million by 2025, increased staffing in the Office of Research from OE funds will strengthen support for faculty in identifying funding sources and will assist with increased grant proposal development. Strategic faculty hires will especially focus on recruiting faculty with established grant funding streams.

- 3.2.2 Complete design, funding, and construction of the Gerald J. Ford Research and Innovation Center.

With the decisions reached on the programming of the Gerald J. Ford Research and Innovation Center, final drawings have been developed and the start of construction is planned for spring 2019. Efforts to complete the overall project funding are ongoing.

In fiscal year 2018, Linda and Mitch Hart made a significant gift in support of the new Gerald J. Ford Research and Innovation Center, which will house the Linda and Mitch Hart eCenter, including SMU Guildhall, the world's top-ranked graduate game design program.

- 3.2.3 Increase restricted and unrestricted funding for instrumentation, maintenance, and upgraded labs.

In 2016-17 SMU made significant investment, over \$5 million, in instrumentation by upgrading ManeFrame to ManeFrame II, discussed at Goal One, Objective Five (1.5.2) and Goal Three, Objective Three (3.3).

SMU continues to make significant commitments to laboratory upgrades and instrumentation. In Heroy Science Hall, an ancient DNA lab is being constructed at a cost of \$649,000. Significant progress was made on the renovation of existing labs, a project begun in academic year 2016 and scheduled for completion in September 2018 at a projected cost of \$9.8 million.

- 3.2.4 Revise the overhead recovery model of the University so that the support for research infrastructure increases with the growth of research grants.

The firm MAXIMUS has been retained to reassess the University's facilities and administrative rate (overhead) in preparation for negotiations with the federal government to increase the rate from 45.5%.

Working with the Associate Vice President for Research and Dean of Graduate Studies, the Provost will propose in 2018-19 a revised framework for use of overhead recovery in support of expanding research.

- 3.2.5 Increase the number of partnerships and collaborative programs with other universities and external businesses and organizations.

Partnerships and collaborative programming with the Bush Presidential Center are discussed at Goal One, Objective Five (1.5.3).

SMU partners with the University of Texas Southwestern Medical Center (UTSW) in significant ways: SMU and UTSW deliver a joint Ph.D. program in Biostatistics and more than a dozen SMU faculty members have active scholarly projects with UTSW colleagues.

SMU formally entered into partnership with the Federal Reserve Bank of Dallas (Dallas Fed) and other North Texas universities to establish a Federal Statistical Research Data Center, opening in 2018. Housed at the Dallas Fed, the Center holds noteworthy advantages for SMU researchers in Economics and the Cox School, both faculty and graduate students. Beyond this Center, SMU has significant collaborations with the Dallas Fed: several faculty members of the SMU Economics Department engage in collaborative research and co-author scientific papers with economists at its Research Division; some of SMU's senior economists formally hold, or have held, Dallas Fed research associate positions; and Dallas Fed economists have taught courses as adjunct faculty in SMU's Department of Economics.

The Meadows School MuSci Lab is dedicated to the scientific study of music and musical behaviors at SMU, with sponsored projects exploring musical emotions, the music/language connection, and the social psychology and neuroscience of music. The MuSci Lab is engaged in interdisciplinary collaboration with researchers at SMU's Psychology Department, UT-Southwestern, and UT-Dallas. In 2017-18, the group was awarded a \$2.5 million international partnership grant.

Research income from corporate contracts with private companies totaled \$3.7 million in 2017-18, up from \$3.0 million in 2016-17, and \$700,000 in 2015-16.

A significant partnership with L-3 Technologies was formalized with the signing of a long-term contract enabling expedited launches of SMU research projects.

The Associate Vice President for Research and Dean of Graduate Studies was named to the Board of the North Central Texas Economic Development District.

Following the announcement of the merger of SMU’s NCAR and DataArts in August 2018, early support for the new SMU DataArts is anticipated to reach nearly \$2.5 million in new individual and foundation commitments. The project is on track to exceed its goal of \$4 million in commitments during 2018-19. The increase in connections with arts and cultural organizations through this merger aligns well with, and has been discussed at, Goal One, Objective Five (1.5 and 1.5.2).

**3.3 Objective Three: Ensure the capability of the High-Performance Computing Center to support academic and administrative computing, and utilize it as a basis for faculty recruitment and research investment.**

In June 2017, ManeFrame II, SMU’s new high-performance computing cluster, previously mentioned in Goal One, Objective Five (1.5.2), became operational. This new computing cluster has a peak performance capability of 630 teraflops (630 trillion floating-point operations per second), a speed that ranks among the most powerful supercomputers housed at American universities. The following table contrasts technical specifications for ManeFrame II with its predecessor.

**High-Performance Computing: ManeFrame II Compared to ManeFrame I**

<i>Characteristic</i>	<i>ManeFrame I</i>	<i>ManeFrame II</i>
Computational ability	104 teraflops	630 teraflops
Total CPU cores	8,832	11,088
Total memory	29.2 terabytes	116.5 terabytes
Total accelerator cores	0	132,608
Node interconnect bandwidth	20 gigabytes/second	100 gigabytes/second
Scratch space	1,229 terabytes	2,867 terabytes
Archive capabilities	No	Yes

*Note:* a teraflop is a unit of computing speed equal to one million million (10<sup>12</sup>) floating-point operations per second; a terabyte is a unit of information equal to one million million (10<sup>12</sup>) bytes or 1,024 gigabytes.

The power and capabilities of SMU’s ManeFrame II greatly increase the ability of SMU researchers to perform computationally intensive research in science, engineering, big data, and machine learning, thus creating a dramatic edge in competition for grants and in the enabling of interdisciplinary research. To



enhance research access, two staff positions have been added to support faculty and student usage of ManeFrame II.

ManeFrame II also expands SMU's overall research capabilities by assisting the faculty recruitment process. High-performance computing is attractive to computational researchers, and recent faculty hires at SMU in Mathematics, Civil Engineering, and Chemistry have benefitted directly from SMU's ability to offer priority access to ManeFrame II for research.

**3.4 Objective Four: Establish internal grant programs to encourage interdisciplinary research, and increase competitiveness of proposals for external funding by supporting proof-of-concept preliminary research.**

Drawing on OE savings, an Innovation Seed Fund will be established in 2018-19. This would be the first phase investment of \$2 million to elevate SMU's intellectual footprint and attract sustainable philanthropic and grant revenue.

Funds awarded annually through internal grants by the University Research Council (URC) were increased by \$100,000 for fiscal year 2017-18, doubling the number of proposals that the URC was able to fund. Another \$25,000 has been added for fiscal year 2018-19. The URC awarded 39 grants totaling over \$192,000 to faculty in support of research and travel in 2017-18, compared to 44 grants totaling almost \$140,000 in 2016-17. Strategic initiatives currently under consideration in the Provost's office will identify additional strategies to provide seed funding, encourage interdisciplinary research, and support expansion of research.

The Dean's Research Council in Dedman College (DRC) was created in 2010-11 to prioritize research, recognizing that strong research programs raise the quality of educational experiences available to our students. The DRC provides competitively awarded seed funding for faculty research, helping Dedman faculty compete for larger grants and fellowships from outside SMU. In disciplines with reasonable prospects for outside fellowships and grants, each dollar in DRC seed funding has resulted in an average of \$11 in outside funding. For example, during 2014-16 (allowing time for seed funded projects to apply for and secure outside awards), the DRC supported eight individual faculty involved in five projects with \$30,000 in seed funding for each project. Four of

the five projects secured outside grants totaling \$1,723,000 for a return on investment of \$11.5 for each dollar of seed funding.

Lyle Research Impact Seed Funding bridges the gap between inspiration and idea, providing financial support for promising early-stage research projects in the hopes of obtaining sustained external funding at a later time. During fiscal year 2018, almost \$500,000 in private support was pledged to this fund. In spring 2018, Lyle selected seven of 12 seed funding proposals, committing \$168,420 in support.

- 3.4.1 Develop a campus-wide plan for scholarly research and creative impact that will form the basis for college and school plans.

*Continuing the Ascent: Recommendations for Enhancing the Academic Quality and Stature of Southern Methodist University*, released in April 2018, advances specific recommendations for enhancing SMU's academic quality and stature, providing an overarching framework for school plans.

- 3.4.2 Develop appropriate levels for internal grant programs based on comparisons with cohort and aspirational peer institutions.

During 2018-19 internal grant programs will be identified and scaled in parallel with planning on the use of overhead recovery as mentioned at Goal Three, Objective Two (3.2.4). Internal grant programs will be based on recommendations in *Continuing the Ascent* and benchmarking of programs at cohort and aspirational peer institutions.

### **3.5 Objective Five: Increase financial support of doctoral programs and graduate student fellowships to encourage research, interdisciplinary research, and creative achievement.**

- 3.5.1 Improve graduate fellowship support in selected core areas to comparable averages (in amount and duration) of aspirational institutions.

Beginning in fall 2015, with annually recurring savings achieved through Operational Excellence (OE) and reinvested in academics, SMU has offered University Ph.D. Fellowships to outstanding Ph.D. applicants. The University

Ph.D. fellowship is designed to help the University recruit and retain top candidates by offering up to \$10,000 a year on top of the departmental fellowships, making SMU's total funding offers at or above the market stipend in most fields. Awarded competitively to the best applicants to SMU Ph.D. programs, recipients typically receive a total of \$25,000 to \$30,000 per year. In 2017-18, 32 offers were extended and 17 have matriculated for a yield of 53.1%, down from a 59.3% yield in 2016-17 (27 offers, 16 matriculated). For fall 2018, the new 17 University Ph.D. Fellows will mean this program supports 48 Ph.D. Fellows representing 18 different Ph.D. programs, including humanities, social sciences, and STEM fields. In fall 2017, SMU had 34 Ph.D. Fellows representing 17 different Ph.D. programs.

During this past year, the decision was made to extend the duration of the University Ph.D. Fellow award from four to five years to bring this award into line with comparable awards at aspirational peer institutions.

- 3.5.2 Increase the six-year completion rate for Ph.D. degrees.

In 2012, 114 students entered a Ph.D. program at SMU. Six years later, 47 had completed the Ph.D., making the six-year completion rate for Ph.D.'s 41.2%, up slightly from the 38.9% average of the previous four years, as the following table reveals. This compares favorably with the national average of 36% six-year Ph.D. completion rate reported by the Council of Graduate Schools.

**Six-Year Ph.D. Completion Rates by Matriculation Year, 2007-12**

<i>Matriculation year</i>	<i>Students matriculated</i>	<i>Completions within six years</i>	<i>Six-year completion rate</i>
2007	89	27	30.3%
2008	75	29	38.7%
2009	130	51	39.2%
2010	95	37	38.9%
2011	103	40	38.8%
2012	114	47	41.2%

Efforts are underway to improve the six-year Ph.D. completion rates by establishing University guidelines for oversight of progress toward a Ph.D. and

by using the University Fellowship Program to improve admit quality. Also, a Ph.D. recruiter, to be hired in the 2018-19 academic year, will be charged with increasing the quality of Ph.D. matriculates. The increased quality should, among other things, help improve the six-year completion rate.

- 3.5.3 Increase the annual number of Ph.D. degrees awarded.

Ph.D.'s awarded in 2017-18 totaled 73, down by two from the prior year but above previous years and continuing the notable progress of the last five years. Between fiscal years 2013 and 2018, the number of Ph.D.'s awarded has grown by 40%, the number of doctorates by 58%.

**Number of Ph.D.'s and Doctorates Awarded, Fiscal Years 2013-18**

<i>Year</i>	<i>Ph.D.'s awarded</i>		<i>Doctorates* awarded</i>	
	<i>Fiscal year</i>	<i>Academic year</i>	<i>Fiscal year</i>	<i>Academic year</i>
2013	53	57	69	66
2014	57	59	74	77
2015	66	63	86	82
2016	60	65	79	85
2017	76	72	89	85
2018	74	59**	109	93**

*Note:* “\*” Doctorates include the Ph.D. as well as the D.E., D.Min., Ed.D., and S.J.D.

“\*\*” includes fall 2017 and spring 2018 terms but not the August 2018 term. The fiscal year, shown here, goes from June through May and is appropriate for comparisons given the timing of this annual progress report. The academic year, by contrast, starts with the fall term and runs through the August term.

**3.6 Objective Six: Implement an updated technology transfer program that could provide additional resources for scholarly research.**

Further progress on Objective Six and the following metrics 3.6.1 – 3.6.5 will turn on elaboration and follow-up to the campus-wide discussions and decisions led by the Provost and President during 2017-18 about SMU’s further development as a research university. Various efforts are underway – for

instance, the Simmons School partnered with SMU Guildhall to develop an award-winning literacy app for adult learners (see discussion at Goal One, Objective Seven [1.7.2]) and SMU launched an incubator space for students and faculty in the Foundry Club at Mockingbird Station in summer 2018. Further progress on technology transfer will require additional dedicated resources for oversight and commercialization of University intellectual property.

- 3.6.1 Develop an updated tech transfer program that is fully integrated with academic programs in the schools.

SMU now holds 41 patents and has more than 15 patent applications currently pending. Addition of a full-time staffer in 2017-18 in support of contract management has allowed the Director of Contract Management to focus more attention on tech transfer, with the result that four licenses were issued in 2017-18. The Office of Research and Graduate Studies (ORGS) retains the consulting services of Tremonti to evaluate commercial potential of University intellectual property and ORGS implemented “Wellspring,” a program that facilitates online management of intellectual property. Further progress would benefit from a dedicated tech transfer officer.

- 3.6.2 Develop metrics to target specific numbers of applications, licensures, startups, etc., each year.

ORGS has begun a collaboration with MDB Capital Group to beta test a new analytic tool for intellectual property analysis, which will be used in 2018-19 to develop metrics based on SMU’s portfolio, inventor skills, and industry interests.

- 3.6.3 Benchmark the technology transfer office against comparable offices at cohort and aspirational institutions.

In 2017-18, SMU reviewed staff support for tech transfer at aspirational peer, cohort peer, and Colonial Group institutions, finding that there was one FTE for tech transfer support for every 111 faculty at aspirational peer institutions, for every 247 faculty at Colonial Group institutions, and for every 356 faculty at cohort peer institutions. Currently SMU has less than one FTE focused on tech transfer (0.5 FTE), supporting approximately 500 faculty.

- 3.6.4 Partner with existing technology and innovation incubators with a goal toward forming University-run incubators.

The University completed an agreement with the Foundry Club in summer 2018, providing access for SMU students and faculty to approximately 5,000 square feet of incubator space with the Foundry Club at Mockingbird Station.

- 3.6.5 Seed efforts and support early stage development aimed at transitioning to funded startups.

No significant progress to report.

## **GOAL FOUR: TO EXPAND OPPORTUNITIES FOR STUDENT DEVELOPMENT AND FOSTER AN ENGAGING AND SUPPORTIVE CAMPUS EXPERIENCE**

The Division of Student Affairs is committed to developing opportunities for students to become productive citizens and leaders through the creation of environments that are both supportive and challenging. These opportunities will contribute to the students' intellectual, spiritual, physical, social, cultural, moral, and emotional growth by engaging them with the broadest range of individuals at the University and beyond. Within this overall framework, intercollegiate athletics programs will operate with integrity while achieving high graduation rates for student-athletes and providing competitive opportunities at the highest NCAA level.

### **GOAL FOUR OBJECTIVES**

#### **4.1 Objective One: Enhance critical student life programs related to student performance, persistence, and retention.**

- 4.1.1 Identify and implement best practices for programs and services that promote the retention of underrepresented minority populations.

In spring 2018, the Provost appointed a task force to make recommendations on improving retention and graduation rates in support of relevant concerns in the report *Continuing the Ascent*. In May, the task force made suggestions for aligning programs to promote academic engagement and success and for collaborating with the Division of Student Affairs to improve retention and graduation rates. In June 2018, the Provost appointed Sheri Kunovich as Associate Provost for Student Academic Engagement and Success. Among other duties, in that role Provost Kunovich will lead SMU's efforts to develop a comprehensive and coherent strategy for undergraduate student success and retention through existing programs such as CONNECT in Student Affairs and Rotunda Scholars as well as through the development of the Office of Student Success and Retention.

Undergraduate retention and graduation rates are presented at Goal One, Objective Two (1.2.9 and 1.2.10).

The Rotunda Academic Scholars Program (formerly Mustang Bridge) has worked with 30-40 students in each class who are potentially at-risk academically, following each student from enrollment through graduation. Although open to students from all backgrounds, the Rotunda Program has played a key role in the retention of students from underrepresented racial/ethnic backgrounds. First to second year retention rates are expected to be almost 100% for the cohort entering in fall 2017. Comparable rates have been 84.6% for the cohort entering fall 2016, 82.4% for the fall 2015 cohort, and 83.6% for the fall 2014 cohort.

Since 2001 the CONNECT Student Success and Mentoring initiative offers a pre-fall term institute and peer mentoring for about 50 first-year students. This program develops relationships to facilitate engagement and retention of racial and ethnic minorities to provide a better understanding of the support resources available as well as of the connections between majors and careers. The program has posted strong retention rates:

**Retention for Students in CONNECT, 2014-18**

<i>Year</i>	<i>First to second semester</i>	<i>First to second year</i>
2014–15	100.0%	96.7%
2015–16	98.3%	88.7%
2016–17	100.0%	90.0%
2017-18	100.0%	*

Note: “\*” not yet available.

- 4.1.2 Support military veterans who are students at SMU by increasing Yellow Ribbon program funds and other sources of support.

Strong SMU support for veteran students has attracted recognition: *U.S. News & World Report* category in “2018 Best Colleges” (published September 2017) ranked SMU 29<sup>th</sup> best national university for veterans, up from 32<sup>nd</sup> the previous year. Support for veterans grew even stronger in academic year 2017-18. A Veterans Advisory Board, comprising representatives from 11 areas across campus, assesses the needs of veterans and how the University can best support



all veterans. In addition, 2017-18 was the first year for a special interest seat in the Student Senate for student veterans. The Office of Annual Giving and Alumni Relations raises awareness of the need for scholarship support for military veterans and in fiscal year 2017 awarded \$12,500 and in 2018 \$10,000, in scholarships for active or retired military personnel. The new Hon. Sam Johnson Scholarship, supporting active or retired military personnel and their dependents, was first awarded for 2018-19. With donor support, SMU Athletics works with Vet Tix to offer football tickets to all home games at no cost for veterans and their families. Student Affairs employs a coordinator for Veterans Support to advise and support veterans in achieving their degrees. Enrollment for veterans and dependents at SMU totaled 182 in fall 2017 and 175 in spring 2018. Counseling Services in the Dr. Bob Smith Health Center has on staff a psychologist with military experience to support veterans as well as other students. “Veterans Tutoring Veterans” continued in its third year in cooperation with the Altshuler Learning Enhancement Center and is available for any veteran experiencing academic difficulties. Special orientation sessions are held each semester for new student veterans. MilVets, a chartered undergraduate student group, is utilizing appropriate, commodious space in the Hughes-Trigg Student Center, receiving support from the Student Senate and several other SMU offices.

- 4.1.3 Implement bystander intervention and values programming to enhance response and knowledge of resources for emotional distress, substance abuse, and sexual assault.

The Division of Student Affairs will implement a comprehensive bystander intervention program, Green Dot, during the 2018-19 academic year. The Director of Violence Prevention and Support Services, along with members from five other campus areas – the Caring Community Connections Program, Health Promotion, Student Activities, Residence Life and Student Housing, and the Office of Multicultural Student Affairs – attended the Green Dot Bystander Intervention Institute in summer 2018 to roll out this more robust campus plan for bystander intervention in the fall of 2018.

All incoming students were required to complete an online training course, “Think About It,” concerning drugs, alcohol, and sex to reduce risky student behavior and prevent sexual assault. During Mustang Corral, incoming students

were required to attend a live performance of “Speak About It,” a violence prevention and bystander intervention program. Afterward, all students participated in a small group discussion. In addition, all students at Corral attend the “Every Mustang Matters” Program. “TakeCARE” is an online bystander intervention program to help educate students about sexual assault, to mobilize students to take action to help reduce sexual assault, and to increase support for those who experience sexual assault. Developed by two SMU Psychology faculty and supported by the National Institutes of Health, it is available to all first-year students at SMU on the Psychology Department’s website. This program was a response to a recommendation by the President’s Task Force on Sexual Misconduct Policies and Procedures and became part of the University’s resolution agreement with the Office for Civil Rights (OCR). The current programmatic emphasis on first-year students will be enhanced in 2018-19 with a bystander intervention program that can be delivered by members of the campus community, customized by audience (e.g., student organizations, clubs, fraternities and sororities, athletes, etc.), and delivered at various points throughout the student experience.

A recovery coordinator joined the Substance Abuse Clinician this past year to enhance the support and programs offered for the students in recovery on campus. The number of recovery groups available has more than doubled and the support and network for SMU students in recovery has grown substantially.

Utilization of the Caring Community Connections (CCC) Program continued strong with faculty, staff, and students utilizing this resource for identifying students experiencing various challenges and linking them to counselors and appropriate resources. In fiscal year 2018, 908 contacts concerning 815 individual students were made with CCC for follow up. This was a significant increase from the three previous years with 782 contacts in 2016-17, 708 in 2015-16, and 745 in 2014-15.

- 4.1.4 Complete design, funding, and renovation of the Hughes-Trigg Student Center.

The Hughes-Trigg Student Center User Group is working with a design firm to develop conceptual renderings of proposed renovations. The goal is to seek approval for the developed renovation proposal in fall 2018.

- 4.1.5 Utilize the Dr. Bob Smith Health Center to improve physical and mental health services in support of SMU students' well-being.

The Dr. Bob Smith Health Center has continued to see an increase in the number of students utilizing its services. During the recently completed fiscal year, counseling services had 7,510 client visits (up 4.3% – counseling 5,748, psychiatry 1,304, and alcohol/drug abuse 441, third party 17); medical services had 13,330 patient visits (up 8.3% – primary care 9,470, nursing 2,815, women's health 928, and dermatology 117); pharmacy (up 11.5% – 9,763 new prescriptions and 2,911 refills); and lab work (up 22.8% – 5,465 laboratory tests performed). Also, 3,474 flu shots were administered to SMU students, faculty, and staff at the Health Center and at eight satellite clinics across campus.

- 4.1.6 Develop formal transition programs and increase participation for graduate and transfer students to enhance their sense of belonging and connection to the University.

Preliminary participation figures for 2018 Academic Advising, Registration, and Orientation (AARO) were 1,484 first years and 209 transfers. The 2017 AARO sessions were attended by 1,393 first-year students and 251 transfer students, compared to 1,446 first years and 253 transfers in 2016; and 1,379 first years and 157 transfers in 2015. Preliminary data indicate 1,477 first years and 48 transfers have registered to participate in the 2018 Mustang Corral, compared with 1,275 first years and 78 transfers in 2017; 1,470 first years and 30 transfers in 2016; and 1,159 first years and 32 transfers in 2015. Mustang Corral helps first-year and transfer students connect to the University, and participation is highly encouraged.

In 2017-18, SMU Mustang Transfer student organization, sponsored by Transfer and Transition Services, developed a program of events and fellowship opportunities during the first six-weeks of each term for new students.

The Altshuler Learning Enhancement Center developed and will pilot in fall 2018 an online version of HDEV 1110 – Learning and Success Strategies, geared toward transfer students.

Academic Reality sessions at Transfer AAROs in summer 2018 were revised to include more information on optimizing transfer credit to meet specific degree requirements.

**4.2 Objective Two: Assess annually the Residential Commons living/learning environment to ensure that it provides for personal growth, intellectual and social engagement, understanding of personal responsibility, respect for others, and leadership opportunities.**

A fuller discussion of student leadership opportunities occurs with the next objective, but note that Residence Life and Student Housing (RLSH) provides leadership positions to develop students within the Commons beyond traditional coursework. In addition to the Resident Assistant position, Commons Council and the Assembly offer elected or appointed leadership roles. Some councils have as many as 40 active participants in leadership roles. The Peer Leader programs offer leadership opportunities in specific functional areas and work closely with RLSH staff and their Faculty in Residence.

- 4.2.1 Strengthen and assess programming that develops student success and personal growth as well as promotes civic engagement, community, and diversity.

Faculty in Residence (FiR) in the Residential Commons, supported by RLSH staff, provide formal and informal opportunities for students that encourage personal growth and success, promote civic engagement and diversity, and build community. Student leaders, FiRs, and RLSH staff combined last academic year to produce more than 660 programs and events designed to foster these outcomes, with attendance ranging from small groups of five to more than 350 participants, an increase from the 640 programs or events and 250 participants the previous year. FiRs hold weekly “traditions” to encourage community development and faculty-student interaction. In addition to more formal programs, informal discussions between students and FiRs provide rich opportunities for student growth and connection.

On April 6, 2018, 1,206 registered participant volunteers walked or ran for pledged donations in Relay for Life, an American Cancer Society fundraiser in its 15th year at SMU. In all, \$74,715 was raised, a decline from the \$120,000

raised in 2017 with 1,292 registered participants, and the \$145,000 raised in 2016 with 1,506 registered participants.

Student usage of Dedman Center for Lifetime Sports and related programs reveals student engagement in activities to promote personal well-being. Unfortunately, transitional difficulties with new software inhibited consistent reporting of such usage data across the year. Data on intramural and fitness group participation are available: in 2017-18, 2,075 students, about 18.5% of all SMU students, participated in intramural sports, slightly below the 2,260 and 20% figures for the previous year. During 2017-18, 2,478 students took part in group fitness classes beyond personal wellness classes.

- 4.2.2 Increase faculty and student engagement in co-curricular activities beyond traditional coursework in each Residential Commons.

As noted, residential leaders held over 660 programs providing opportunities for students and faculty to interact and engage. This year more than 570 residential life programs involved faculty members with 357 programs led by faculty. (These figures do not include FiR office hours in each Commons, individual lunches or coffees between FiRs and individual students, or the informal conversations that result serendipitously from simple proximity.)

For fall 2018, RLSH and the Provost's Office have clustered by Residential Commons about 450 first-year students in 30 sections of Discernment and Discourses to link the curricular and co-curricular experiences, helping to shape community through an academic connection.

### **4.3 Objective Three: Expand and strengthen student leadership development opportunities on and off campus.**

- 4.3.1 Compile an inventory of leadership opportunities at SMU to identify common themes, areas of potential expansion, and opportunities for coordination, particularly among the college, schools, and Student Affairs.

Student Affairs has compiled an inventory of student organizations at SMU (<https://smu.campuslabs.com/engage/Organizations>) providing leadership

opportunities that students can access and search by various characteristics such as interest categories.

The Hart Leadership Assessment (HLA) through the Hart Center for Engineering Leadership in the Lyle School enables first-year undergraduates and graduates in Engineering to establish baseline leadership strengths and areas for growth, then customize a personal development plan. In 2017-18, 159 undergraduates and 59 graduate students took the HLA and followed up with a debriefing. In 2016-17, with larger classes, the comparable numbers were even higher – 222 undergraduates and 200 graduate students.

The Hart Center for Engineering Leadership in the Lyle School also has published online its wide-ranging Leadership Field Guides for undergraduate and graduate students, outlining leadership opportunities across campus <https://www.smu.edu/Lyle/Centers/HartCenter/Resources>.

- 4.3.2 Strengthen programs designed to develop student leadership and cultural competence through community service (e.g., Alternative Breaks, Mustang Heroes, Caswell Endowment for Leadership Development and Training, and Crain Leadership Summit).

Almost 100 students took part in eight different programs with Alternative Breaks, completing about 2,000 hours of service. The annual Civil Rights Pilgrimage involves a semester-long course and a trip over spring break engaging 25 students, two staff, and one community member. The Martin Luther King Day of Service saw 320 students serving at 12 nonprofits across Dallas with increased collaboration from National Residence Hall Honorary, Mustang Heroes, Diversity Equity and Access Leaders, and Fraternity and Sorority Life. The All-Greek Student Council worked in partnership to send various chapter groups from respective councils by funding event space and supplies. Mustang Heroes mounted 22 community service projects, and membership grew by 26% from 250 members to 315 members. The Crain Leadership Summit hit record-high attendance by hosting 98 students, 19 faculty/staff presenters, and three community presenters. Concluding the Crain Summit, 40 Emerging Leaders culminated their semester-long experience by presenting to their peers, demonstrating what they had learned about the Five Practices of Exemplary

Leadership. To enhance leadership in student organizations, 14 proposals with seven student participants were selected as Caswell Leadership Projects.

The Perkins School provides internships that prepare students for faithful leadership in Christian ministry, and are required for some degree programs. In 2017-18, 48 master's students worked in a supervised, nine-month internship. In each of the previous two years 66 did so. The decline in interns reflects lower enrollment in the program, a dip that enrollment initiatives have addressed and reversed with the entering fall 2017 class, with expectations of continuing improvement with the entering fall 2018 class. The Master of Sacred Music Program has mentorships in which students take a part-time church position, ideally for the duration of their studies. Six students had such mentorships in 2017-18, eight the previous year, and 10 in 2015-16.

The Hart Center for Engineering Leadership connects mentors and mentees so students can develop their leadership skills through one-on-one interactions with local engineers. In 2017-18, its sixth year, the program included 78 pairs of students and mentors, an increase from 58 the previous year.

In addition, the Cooper-McElvaney Peace and Justice Fellowship provides each year an exceptional undergraduate or graduate the opportunity to develop leadership skills with cultural competence through a 200-hour, service-based learning project.

- 4.3.3 Collaborate with the University Curriculum (UC) Council to qualify more student leadership opportunities for credit as one of the UC Proficiencies and Experiences.

Various groups have worked with the University Curriculum (UC) Council to qualify more student leadership opportunities for credit as one of the UC Proficiencies and Experiences. The Caswell Leadership Program secured approval for the University Curriculum Proficiency for Community Engagement credit. Students participating in Student Senate now qualify for Proficiencies in Oral Communication and Community Engagement. Faith and Learning Scholars can satisfy the Community Engagement proficiency. Mustang InterSECTIONS, an annual weekend leadership retreat for students, now fulfills the Human Diversity proficiency. Three programs in the Women and LGBT Center fulfill

proficiencies in Human Diversity, Oral Communication, and Community Engagement. In addition, the Foundations of Community, Diversity, and Inclusion course (Human Rights 1101), building on and extending the diversity education students receive through Mustang Corral (“Every Mustang Will Be Valued”) and the initial Personal Responsibility and Wellness class, offers students the Human Diversity and Oral Communication proficiencies.

- 4.3.4 Develop values-based programming for students who are members of SMU fraternities and sororities and other student groups.

“Not On My Campus,” which particularly engaged with the sororities and fraternities, was one student group involved in raising awareness of sexual assault.

Values-based programming was included during formal recruitment week. During formal recruitments in January 2017 and 2018, Interfraternity Council (IFC) hosted Professor Maria Dixon Hall for a speech to the 386 potential new members on the Cultural Intelligence Initiative at SMU (CIQ@SMU – further discussed at Goal Four, Objective Seven [4.7.1, and 4.7.3]). Professor Dixon Hall emphasized the importance of diversity in light of the commitment recruits would soon be making to join the fraternal community. Panhellenic Council (PHC) also invited Professor Dixon Hall, who spoke to the 447 new PHC members about living a values-based membership through a commitment to being culturally intelligent. During Recruitment 2017, CIQ@SMU conducted workshops for both PHC and IFC potential new members on cultural intelligence and its role in Greek Life. A total of 541 women and 359 men heard Professor Dixon Hall’s presentation, “How not to end up on CNN while Greek.” The one-hour workshop discussed the top 10 ways in which members of the Greek community can damage the brand of the University, their organizations, and themselves by engaging in behavior that is culturally unaware.

FSLead, a five-week leadership series focused on fraternal values and leadership, was developed and implemented in the spring 2018 semester. Eleven students participated in weekly sessions with discussions on espoused personal values, fraternal values, and leadership strengths. At the conclusion of the program, each student created a personal creed identifying three personal values, fraternal values, and an action plan on how to impact change.



- 4.3.5 Implement all-Greek programming to strengthen collaboration among the four governing councils.

To strengthen collaboration among the four governing councils, the All-Greek Council collaborated with Community Engagement and Leadership to support Stampede of Service, a service day for the four Greek councils. Also, the second annual All-Greek Info Session was held for 400 first-year students to learn about the Greek community, the four councils, and membership expectations.

In 2017-18, to create consistent dialogue, discuss community initiatives, and develop partnerships among leaders in the Greek community, two separate roundtables were established: one for all four council executive boards and a second for chapter presidents of every organization.

Nineteen student leaders from each of the four council executive boards attended the Association of Fraternal Leadership and Values conference to gain information, resources, and development pertaining to their leadership positions to influence change in the fraternity and sorority community.

#### **4.4 Objective Four: Evaluate the need for on-campus housing for upperclass and graduate students.**

During 2017-18, the Division of Student Affairs worked with consultants to conduct a housing demand and market feasibility study, examining the student housing options on campus, focusing on upperclass and graduate students. The report will inform consideration of and decisions about this issue during the coming academic year.

#### **4.5 Objective Five: Expand and enhance career services for all students, including student intern programs, throughout the University, city, country, and world, by expanding partnerships with businesses, cultural and charitable organizations, and alumni for internships and job opportunities.**

- 4.5.1 Enhance ongoing collaboration among the Hegi Family Career Development Center, other career centers, and the schools to provide students with residential and co-curricular experiences that support their careers and life goals.

A joint undertaking of the Hegi Family Career Development Center and the Office of Multicultural Student Affairs, the CONNECT Career Advantage Program offers students access to specialized one-on-one career counseling, paid internships, externships, and workshops.

In summer 2017, SMU hired a new executive director of the Hegi Family Career Development Center after a nationwide search. With new leadership, further strides have been made to support student career goals and track the placement of SMU graduates.

Additionally, all career centers at SMU (Cox School, Lyle School, SMU Guildhall, and Hegi Family Career Development Center) have implemented a new system, Handshake, to track relations with employers for career planning and vocational exploration across campus. Handshake should provide more systematic data on internship and graduate placement outcomes in the immediate future. The system was piloted during the spring semester and officially launched in the summer of 2017. From June 2017 to May 14, 2018, 7,208 students had logged into the system and 3,554 students completed profiles for employer engagement on Handshake.

In May 2018 the Hegi Family Career Development Center reinvented its Employer Symposium (formerly named the Employer Drive In), which hosted 39 employer representatives on campus to develop new relationships and cultivate current relationships with employers and highlight opportunities for engagement with SMU students and the Hegi Family Career Development Center. In addition to employer partners, campus partners, faculty, and select students attended the event.

The Hegi Family Career Development Center managed 19,363 part-time, internship, and full-time positions posted on Handshake and 72,052 job applications submitted by SMU students from June 2017 to May 2018. The fall All Majors Career Fair brought together 93 employers and nearly 1,000 students from SMU's three largest undergraduate schools. The spring All Majors Career Fair had 75 employers and over 520 attendees. The Hegi Family Career Development Center career counselors scheduled 1,064 appointment sessions – 67.8% with students in Dedman College, 12.3% in the Meadows School, and 19.9% in other schools. Beyond career fair attendance, 1,022 students

participated in career development events and career center team members presented to over 55 academic classes and organizations.

In a joint effort between the Hegi Family Career Development Center and the Office of Alumni Relations, alumni career volunteers provided one-day externships for more than 150 students during the 2017-18 winter break and at the conclusion of the spring semester in May 2018.

- 4.5.2 Continue and improve tracking of the career placement of graduates.

SMU conducts a University-wide survey at the time of graduation for all graduating students except for certain graduates of the Cox School and Dedman Law. The Cox School surveys graduates of full-time MBA and Executive MBA programs to collect data to meet the reporting needs of MBA program rankings. Dedman Law surveys graduates 10 months after graduation in compliance with American Bar Association standards.

Of the SMU undergraduates receiving a degree in 2017-18, at the time of graduation, 73% were employed or pursuing graduate studies, virtually unchanged from 72% in 2016-17, but up from 68% in 2015-16. Of the graduate (non-law, non-business) degree recipients, 67% were employed or pursuing further graduate studies, down from 69% the previous two years.

The latest data for Dedman Law graduates pertain to the Class of 2017 and reveal that 92.4% were employed (up from 88.5% in 2016). Of the employed law school graduates, initial data shows 68% were employed in a law firm, 16% in business or other industry, and 16% in some other area. Figures for the prior year were 66% (law firm), 19% (business or other industry), and 15% (some other area).

- 4.5.3 Increase the internship and career opportunities for undergraduates across the curriculum through SMU Abroad, Faith and Learning Scholars, and other interdisciplinary programs.

The Faith and Learning Scholars program challenged 29 students (up from 20 last year) to think of their careers vocationally as a calling from God – to serve the common good through their particular academic majors, personal talents and

skills. The program averaged 14.5 contact hours per student (up from 11 last year). Expansion to a yearlong program is under consideration.

SMU Abroad enhanced the quality of the internships in the business internship programs in London and Dublin, each of which had 40 participants, and opened a new faculty-led summer internship program in summer 2018 with 25 students. Four students participated in semester-long internship programs in France. The continuing success of the smaller Communications Internship in London (16 students) and the Seville Internship in Spanish (15 students) made for a rich diversity of internship opportunities for SMU undergraduates taking part in an internship abroad in 2018. The number of students on internships abroad has grown by more than two-and-a-half times in five years, from 53 in 2013 to 122 last year and 140 in 2018.

The Cox School requires internships for marketing majors, and internships are a *de facto* requirement for most other Cox majors. Of the 2018 BBA graduates, 87% had completed an internship prior to the start of their senior year and 72% had worked two or more internships in that time. During the 2017–18 year 1,106 employers posted 2,321 internship opportunities specifically targeting Cox School undergraduate business majors. This represents a two-year growth of 34% in the number of internships posted and a 33% increase in the number of intern-recruiting employers when compared to the 2015-16 academic year (830 employers posted 1,737 internship opportunities).

At the graduate level, 100% of internship-eligible Cox School full-time MBA Class of 2019 students had an internship in the summer before the second year in the program – 94% of the class worked an internship; the remaining 6% were sponsored in the program by an existing employer. During 2017-18, 1,100 employers posted 2,310 internship opportunities for Cox School MBAs – a more than five-fold increase from the 2015-16 year (196 employers posting 355 internship opportunities).

Dedman Law’s corporate counsel externship program has been discussed in Goal Two, Objective Six (2.6.1). The Perkins School’s internships and Master of Sacred Music Program externships have been discussed in Goal Four, Objective Three (4.3.2).

#### **4.6 Objective Six: Ensure academic success for student-athletes, and strengthen intercollegiate programs to increase our national competitiveness.**

- 4.6.1 Maintain satisfactory NCAA Academic Progress Rate (APR) standards with all eligible programs posting a multiyear score of 950 or better.

Student-Athletes Academic Services (SAAS) in the Altshuler Learning Enhancement Center (A-LEC) and the Center for Academic Development of Student-Athletes (ADSA) provide academic support for student-athletes.

The NCAA released the latest round of Academic Progress Rates in May, and all of SMU's teams met the NCAA's multiyear requirements, with two SMU programs – men's tennis and women's swimming and diving – scoring perfect multiyear 1,000s and earning public recognition from the NCAA. In addition, 14 of 15 Mustang programs scored above the stated goal of 950 for the four-year span and seven of the 15 bettered the national average in its respective sport (men's and women's swimming and diving, men's tennis, cross country, men's and women's soccer, and track and field).

On a single-year basis, eight of SMU's programs scored perfect 1,000s (men's basketball, men's soccer, men's and women's swimming and diving, men's and women's golf, and men's and women's tennis).

- 4.6.2 Win the most conference championships among member institutions.

In 2017-18, nine SMU teams finished in the top three of the conference in their respective sports, yet SMU won just one AAC championship. While the Mustangs entered the year tied for the most AAC titles won all-time, SMU (13) now trails close behind UConn (14), Tulsa (15) and Houston (16).

- 4.6.3 Enhance SMU's position in the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup rankings.

In the 2017-18 rankings for the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup, SMU finished 128th after ranking 108th at the conclusion of the 2016-17 season. These rankings are driven by participation and advancement in the NCAA postseason. Recent facility investments for both

men's and women's teams in tennis, golf, and swimming and diving should result in consistent placement in the NCAA championships. Coaching changes and resource enhancement in other sports also should boost NCAA appearances, thereby improving NACDA Directors' Cup rankings.

- 4.6.4 Establish clear goal of postseason participation in all sports, including postseason bowls in football and NCAA tournaments in men's and women's basketball.

In 2017-18, 10 of SMU's 17 teams were represented in postseason competition. Football participated in a bowl game for the first time since 2012, men's soccer advanced to the NCAA Sweet 16, and equestrian (ranked as high as 2<sup>nd</sup> in the country) advanced to the Elite Eight at nationals.

- 4.6.5 Increase the annual Mustang Athletic Fund in Athletics by at least 3% each year (\$5.3 million annually in fiscal year 2015; seek \$6.1 million by 2020 and \$7.1 million by 2025).

In fiscal year 2018, \$6.1 million was given to the Mustang Athletic Fund, reaching the 2020 goal two years early. This exceeded the 3% target growth with more than a 19% increase over the prior fiscal year. Across all funds, donors gave more than \$12.1 million to support Athletics in fiscal year 2018, a total increase that also was a 19% gain over the prior year.

- 4.6.6 Increase ticket sales and average home attendance for football and women's basketball, and sustain ticket sales and average home attendance for men's basketball. Season ticket sales for 2015-16 and average home attendance for football were 9,158 and 20,992, respectively; women's basketball were 117 and 897; and men's basketball were 4,971 and 6,907. By 2020 for football, realize 12,500 season ticket sales and 25,000 average home attendance, and for women's basketball 250 and 1,250. By 2025 for football, reach 15,000 season tickets and 30,000 average home attendance, and for women's basketball, 500 and 2,000.

After setting a Gerald J. Ford Stadium average attendance record in 2016, attendance dipped to 19,944 in 2017, due in large part to the lack of a "marquee" game at home in the fall. Season ticket sales also saw a decline to 8,208.

Men's basketball ticket sales were relatively flat, but for the 18 home games in 2017-18, men's basketball posted a season attendance of 119,878, which is third-most in program history, for an average of 6,660. It also marked the fifth straight season SMU exceeded 100,000 in home attendance.

Women's basketball saw a small drop as well, as season ticket sales numbered 86 and average attendance was 1,391.

- 4.6.7 Complete funding and construction of athletics facilities for tennis, swimming, golf, soccer, and football.

The Robson and Lindley Aquatics Center and Barr-McMillion Natatorium and the Payne Stewart SMU Golf Training Center at Trinity Forest Golf Club were dedicated in the fall of 2017. Both hosted major events this year, including the 2018 AAC Swimming and Diving Championships.

The SMU Indoor Performance Center (IPC) on Bishop Boulevard, at the former site of the Perkins Natatorium, broke ground in March 2018. On April 14, lead donors to the IPC were recognized at the spring football game, with plans to formally dedicate the new facility in 2019.

Receiving commitments to complete the funding of the IPC, Tennis Complex, Aquatics Center, and Golf Complex remain priorities.

**4.7 Objective Seven: Among the faculty, staff, and students, increase awareness and understanding of the cultural, ethnic, racial, religious, and identity diversity of North Texas, and implement programs that will serve this objective.**

- 4.7.1 Strengthen campus programs, services, and oversight of the student experience at SMU that foster respect for and inclusivity of all diverse identities, including ethnic, racial, religious, socioeconomic status, gender, and sexual orientation.

A new Cultural Intelligence effort launched in November 2017. The program will continue to be developed and piloted over the next academic year, assessed and evaluated to shape broader implementation in the years ahead. Cultural Intelligence at SMU (CIQ@SMU) is being led by Professor Maria Dixon Hall,

who serves as the Provost's senior advisor for Campus Cultural Intelligence Initiatives. CIQ@SMU is also discussed at Goal Four, Objectives Three and Seven (4.3.4 and 4.7.3).

University leaders continued to host meetings with African-American undergraduate student leaders as well as with African-American alumni to encourage discussion and efforts toward campus diversity.

Cultural heritage months celebrated African-American, Asian, and Latino communities. Student organizations hosted 15 heritage month events in 2017-18 and 19 in 2016-17 with about 1,500 participants each year. Student organizations also included family and community member participation, totaling over 300 outside attendees over the three heritage months in 2017-18. In addition, the Black Excellence Ball hosted by the Association of Black Students and the Black Alumni at SMU brought together 145 attendees, compared to 126 the previous year.

- 4.7.2 Strengthen University partnerships that provide services and resources to international students.

In 2017-18, International Student and Scholar Services (ISSS) mounted 49 programs with 2,446 student and exchange visitor participants, contrasted with about 40 programs and 500 participants the previous year. Program goals included mentoring leaders, developing community ties, and helping new students transition to SMU and the Dallas community. ISSS supports International Academic Advising, Registration, and Orientation (AARO) in various ways. The welcome dinner hosted by ISSS in summer 2017 was attended by 94 students and families with expectations for a similarly-sized gathering in summer 2018. To aid the transition of international students to the SMU academic setting, ISSS collaborated with the Altshuler Learning Enhancement Center as well as Fondren Library to hold workshops for international students on academic success in the SMU classroom, communicating with professors, participating in classroom discussions, understanding plagiarism, and SMU's honor code. International Week, the second week in November, highlights and celebrates the international members of SMU.



The International Leadership Program, as well as enhanced orientations for graduate students, many of whom are international students, are discussed in Goal Five, Objective Three (5.3.6).

Campus Ministries continue to provide opportunities to welcome international students and to gather weekly. Additionally, in 2017 over 240 international students attended the annual Thanksgiving dinner provided by the Chaplain's Office. During 2017-18, religious diversity was reflected in an All-University Interfaith Seder, the establishment of dedicated prayer spaces for Muslim students and Christian students, and revival of the Sikh Students Association.

- 4.7.3 Develop ongoing diversity education and inclusivity training for students, faculty, and staff.

During the year, Human Resources, in partnership with Institutional Access and Equity, implemented an updated version of Harassment and Discrimination training. This training is required of all new employees and repeated every three years. The course provides practical tips on creating a safe, inclusive work environment, including safe and positive options for bystander intervention.

The President, the Provost, and Professor Maria Dixon Hall, senior advisor to the Provost for Campus Cultural Intelligence Initiatives, announced the formal launch of the Cultural Intelligence at SMU (CIQ@SMU) in November 2017. CIQ@SMU will add value to our students, faculty, and staff by enabling them to become more skilled at working in diverse environments on campus and beyond. CIQ@SMU began piloting in March 2018 the first educational component, "Hidden Scripts: The Language of Implicit Bias," with several offerings throughout the spring and summer. CIQ@SMU is also discussed at Goal Four, Objectives Three and Seven (4.3.4 and 4.7.1).

During spring 2018, the course Human Rights 1101: Foundations of Community, Diversity, and Inclusion, enrolled 134 students. This course had been piloted during spring 2017 with 93 students and was designed to build on the diversity education students receive through Mustang Corral and in the initial Personal Responsibility and Wellness class.

#### **4.8 Objective Eight: Evaluate options for providing enhanced child development and child care services for faculty, staff, and students.**

- 4.8.1 Complete design, funding, and construction of a new child care center, replacing the current center with an enlarged facility.

The new child care center, located on the main campus at the northwest corner of Dublin Street and Daniel Avenue across from Burleson Park, opened in August 2018 and expanded the capacity from 30 to 80 children.

- 4.8.2 Assess the feasibility of assisting members of the SMU community with access to elder care.

Beginning May 2017, additional benefits were added to the Employee Assistance Program (EAP) for all SMU employees: child care and elder care provider search capabilities as well as resources to address work-life needs across the life cycle – from adoption to elder care, from child care to special needs. Human Resources will monitor usage of these new resources to assess campus needs for further enhancements.

## **GOAL FIVE: TO BROADEN GLOBAL PERSPECTIVES**

Today's students must be prepared to live and work in a 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. The diversity that will occur as our nation becomes more global will require significant changes in the way we think, lead, and analyze problems. The University is obligated by its trust and mission to prepare students for living in the dynamic, complex, and challenging times they will encounter in their lifetimes.

### **GOAL FIVE OBJECTIVES**

#### **5.1 Objective One: Continue the development of new international consortial agreements at the faculty, graduate, and undergraduate levels.**

- 5.1.1 Increase the number of signed agreements for academic and research collaboration with Central and South American universities and, in particular, Asian universities to an additional four by 2020-21, eight by 2025.

In 2017-18, discussion about renewing and updating the exchange agreement with Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) began, in collaboration with The Mission Foods Texas-Mexico Center in the Tower Center at SMU. Future collaboration will consider possible ways to send SMU undergraduates to ITESM, including study and research abroad programs during summer and interterms.

Global engagement does not always rise to the level of a formal legal agreement. Several significant international relationships are based on memoranda of understanding or less formal agreements. In 2017-18 memoranda of understanding were signed between SMU, the Lyle School, and the top five engineering schools in South Korea to enable student exchange. The Lyle School Dean and selected faculty visited several institutions in South Korea to promote prospects for engaging in research and student exchange.

Also, the Perkins School has a faculty/student exchange with the University of Sao Paulo, in Brazil; an agreement with three theological schools in the

Philippines to use SMU published resources in their fall 2018 teaching; an agreement with the Philippines Association of United Methodist Schools, Colleges, and Universities to hold, starting in May 2019, regular seminars to create teaching and learning resources for theological schools world-wide; and an agreement to develop a Spiritual Leadership program with the Wesley University in Manila.

## **5.2 Objective Two: Expand the emphasis on global content in curricula across the University, and strengthen international studies within the overall curriculum.**

- 5.2.1 Develop a University-wide plan for undergraduate study abroad.

In 2017-18, Associate Provost Julie Forrester assembled a Task Force on Undergraduate Study Abroad comprised of 12 administrators and 10 faculty members from the undergraduate schools and colleges. Committees on Curriculum, Health and Safety, and Funding came up with recommendations that will create the foundation for a University-wide plan for undergraduate study abroad in 2018-19.

- 5.2.2 Increase the number of students from a variety of academic programs to study abroad, and advise them on how to fit study abroad into their academic careers. Increase the number of graduating SMU seniors who have studied abroad to 40% by 2020 and 50% by 2025.

The undergraduate participation rate in study abroad for academic credit for those graduating in May 2018 is 33.7% as recorded by the Registrar's Office. This is up from 27.2% for the class of 2017 and 28.1% for the class of 2016.

During the 2017-18 academic year, the Undergraduate Task Force on Study Abroad chaired by Julie Forrester reviewed historical data on study abroad participants, courses transferred, and programs chosen by SMU students. The Task Force also discussed the international trips, projects, and activities of undergraduates that were *not* captured by the Registrar's data. For example, during 2017-18, 579 undergraduates studied abroad for academic credit, but about another 106 undergraduates traveled abroad on an SMU-sponsored trip or program. The Task Force concluded that all SMU-sponsored undergraduate trips abroad should count as "study abroad," defining study abroad more

appropriately as any international trip for which the student receives credit or funding from SMU. This conclusion follows best practices at our peer institutions. The Task Force emphasized the importance of the central study abroad office tracking all SMU undergraduates studying abroad to capture a more accurate perspective on the extent of SMU undergraduate participation in study abroad. So, greater growth in the years ahead in the number of SMU undergraduates studying abroad will stem in large part from greater student demand for study abroad, but also from more appropriate and better data practices and capture.

In the most recent national report comparing universities for study abroad participation rates, the IIE Open Doors<sup>®</sup> Report on International Educational Exchange of 2015-16, with a participation rate of 38%, SMU is ranked 36th in the nation among doctorate-granting institutions. (The IIE participation rate is calculated as the number of United States citizen undergraduates who receive academic credit for study abroad as a percentage of the total number of undergraduate degrees conferred in that academic year.) SMU's participation rate in study abroad for undergraduates places SMU in the middle of the aspirational and cohort peer institutions, with eight aspirational institutions ranked higher and four lower. Among cohort peers, six ranked higher, four lower (two cohort peers were not ranked). In the 2014-15 report, SMU had a slightly lower 35% participation rate but ranked 35<sup>th</sup> in the nation.

In addition to opportunities through SMU Abroad, other programs on campus fund student research projects abroad. Notable among such supporters of research abroad are Engaged Learning, Richter Grants, McGuire Ethics Center, and the Meadows School.

- 5.2.3 Develop sources of support for students receiving need-based aid to provide an international study opportunity.

SMU Abroad continues to offer student scholarships based on demonstrated financial need. SMU Abroad scholarships are need-based and one-time grants; the goal of the scholarships program is to increase access to study abroad at SMU. Funding comes from reinvesting 5% of the positive net revenue of SMU Abroad programs in these scholarships and from donor gifts. In summer 2018, SMU Abroad awarded just over \$110,000 in need-based scholarships to 37

students, with awards ranging from \$500 to \$4,000. In summer 2017, SMU Abroad awarded almost \$125,000 in need-based scholarships to 42 students.

Financial support for undergraduates studying abroad involves more than the offices of SMU Abroad and Financial Aid. Undergraduates seeking to study abroad can find varying support from the University Honors Program, the Meadows School, Corporate Communications, Engaged Learning, History, French, the Chen Scholarships for East Asian studies, the Orix Foundation scholarships for study in Japan, and other SMU funding sources.

More than a dozen such sources provided, in addition to the SMU Abroad Office and Financial Aid, almost \$306,000 in support of undergraduate study abroad in summer 2017 and over \$329,000 in summer 2018.

SMU Abroad coordinated with the Office of Financial Aid as well as with programs and schools offering study abroad funding for more efficient allocation of limited study abroad funds and to avoid over-awarding any individual student or overlooking others.

- 5.2.4 Develop interterm (January, March, May, summer, or August terms) study abroad programs.

In 2017-18, SMU Abroad developed a May term study abroad program in London, Normandy, and Paris which launched with 12 undergraduate and 20 adult participants. SMU Abroad developed a new summer internship program in Prague, Czech Republic for 25 undergraduates. During 2017-18 the Study Abroad office supported three additional noncredit-bearing trips: a March break University Honors Program trip for 10 undergraduates to Toledo and Madrid (similar to the integration of University Honors Programs classes with study abroad in Nicaragua in 2017 and Amsterdam in 2016); a Cox BBA Scholars trip in May 2018 to Beijing and Shanghai with eight undergraduates; and a service trip (“Courts for Kids”) to Belize for 14 student-athlete leaders along with seven Athletics staff members in May 2018. Engineers Without Borders, a student group, had a service project in Bolivia in January 2018. In July 2019 Alpha Chi had a service trip to Guatemala to assist English learners. Four SMU students (2 graduate) and one faculty member accompanied a similarly-sized group from the University of North Texas. The Human Rights program led a December trip on

the Holocaust, visiting concentration camps in Poland, with 25 students (four graduate), three faculty, four staff, and six community members; a March program to Israel with 20 students (seven graduate), one faculty, two staff, and three community members; and an August trip to indigenous communities in the Amazon area of Peru with 16 students (six graduate), two faculty, and two staff.

The Cox School prepares its graduate students for global challenges during spring break and winter break, offering several for-credit courses. Over the past two years, destinations for the immersive experience have included Abu Dhabi; Beijing; Berlin; Bogota; Bratislava, Slovakia; Buenos Aires; Casablanca; Dubai; Havana; Hong Kong; Lima; London; Marrakesh; Munich; Panama City; Santiago; Seoul; Shanghai; Shenzhen, China; Tokyo; Vancouver; and Zurich. In addition, the Cox School developed new intersession study abroad courses in 2017-18: “Global Strategies in the Emerging Markets,” and “China – One Country, Two Systems” (Hong Kong and Shenzhen). In addition, the Cox School developed noncredit, experiential learning trips: “Morocco - The Bridge between Europe and Africa” and “Global Real Estate development - trip to Vancouver.”

Study abroad participation numbers for Cox graduate students remain strong. In fiscal year 2018, 296 Cox School graduate students, 12 faculty, and 15 staff engaged in study abroad on 12 trips. The year before, 256 Cox School graduate students, eight faculty, and 10 staff engaged in eight study abroad trips. In fiscal year 2016, 302 graduate students, 10 faculty, and 12 staff participated on 10 study abroad trips.

- 5.2.5 Increase the number of courses with a global focus or perspective, and increase the number of global engagement opportunities within the University Curriculum.

The University Curriculum requires global engagement of SMU undergraduates. Faculty and SMU Abroad have responded by increasing the opportunities for student global engagement. During 2017-18 nine new courses, three within study abroad, secured the global engagement proficiency.

The Graduate Liberal Studies program in the Simmons School offers a concentration in Global Studies with 25 global courses offered in 2016-17 and

26 in 2017-18. Also, the Counseling program created and implemented a new “Advanced Sexuality Therapy” course taught during the spring 2017 interterm in Australia.

The Simmons School continues to increase global engagement projects through these international study abroad opportunities for graduate students in 2017-18: 12 graduate students and four faculty in Education Policy and Leadership studied K-16 education systems in England and Belgium; Dispute Resolution students studied in Geneva, Sarajevo, Dubrovnik, Rwanda, and Greece; Counseling students studied in Australia; and Master’s in Higher Education students studied in Europe. In addition, the Connecting Research Pedagogy Project in the Simmons School included an international cultural immersion experience for graduate students in Teaching and Learning during July 2017. Sixteen students participated in Antigua, Guatemala. Also, the Graduate Liberal Studies program offers six opportunities for study abroad/away each year in the field of human rights, at least one opportunity for the study of art, and one or two offerings in international conflict and communication. Enrollment in those course opportunities remains strong from year to year.

The Perkins Global Theological Education Program (GTE) prepares Christian leaders for culturally complex churches and communities through a combination of cultural intelligence and cross-cultural experience. In 2017-18 the GTE program sponsored four cultural immersion courses, focusing on Cuba, England, Palestine/Israel, and American homeless culture. Interest and participation remained strong with 76 participants, roughly 60% of whom were full-time students in Perkins degree programs. In 2015-16 and 2016-17, 87 and 72 participants, respectively, engaged in at least one of eight immersions in China, Cuba, El Salvador, Palestine/Israel, South Africa, and the Vatican. More than 70% of the participants were graduate students, with faculty and staff making up the remainder. In 2018-19 GTE will offer five immersion courses on the Texas/Mexico borderlands, Palestine/Israel, El Salvador, the UMC Special Session of the General Conference, and one immersion on the SMU-in-Taos campus.

Beyond undergraduate study abroad, SMU faculty, staff, and graduate students also are gaining global experience. In 2017-18, a greater number of faculty and staff took more trips and traveled abroad for longer periods than in 2016-17.



Graduate students, many of whom are international students, declined on all three counts. Reasons for the decline among graduate students center on the uncertainty surrounding United States immigration policy in 2017-18, even for visa holders. Although no SMU graduate student encountered immigration difficulties reentering the United States, the International Student and Scholar Services Office (ISSS) reported that many international SMU graduate students deferred elective travel during the past year.

The following table shows the number of faculty, staff, and graduate students who traveled in each of the previous two fiscal years, along with the number of trips and travel days. (No undergraduate data is included in these numbers.)

**Travel Abroad by SMU Faculty, Staff, and Graduate Students, Fiscal Years 2016-17 and 2017-18**

<i>Traveler Type</i>	<i>2016-17</i>			<i>2017-18</i>		
	Total trips	Travel days	People traveling abroad	Total trips	Travel days	People traveling abroad
Faculty	404	7,826	243	446	6,592	252
Staff	169	2,226	95	196	2,488	123
Graduate Students	302	7,261	285	198	5,693	202
Total	875	17,313	623	840	14,773	577

*Note:* Trips are counted in the fiscal year in which they started. The “people traveling abroad” column reflects unique travelers. If travelers went on multiple trips in the year, they are counted only once in the “people count” column for the fiscal year. Each trip taken is counted in the “total trips” column.

The following table shows the regions of travel for the past two fiscal years combined. Europe continues to be the destination of choice for faculty, staff, and graduate students.

**Travel Abroad by SMU Faculty, Staff, and Graduate Students, by Region, 2016-18 Combined**

<i>Region</i>	<i>Faculty</i>	<i>Staff</i>	<i>Graduate students</i>	<i>Total</i>
Europe	50.9%	41.1%	40.4%	45.7%
Asia	18.0%	14.6%	13.2%	15.8%
Central America	6.9%	15.1%	7.4%	8.8%
South America	4.6%	5.3%	18.1%	8.8%
North America	7.2%	11.7%	2.1%	6.6%
Caribbean	4.4%	6.6%	4.7%	5.0%
Middle East	2.7%	2.9%	6.4%	3.8%
Africa	3.8%	2.1%	4.3%	3.6%
Oceania	1.6%	0.5%	3.4%	1.9%

**5.3 Objective Three: Increase the international representation of students and faculty through strategic program development.**

- 5.3.1 Develop standards for scholarship and aid opportunities for the most academically and creatively talented international students.

SMU continues to offer only merit aid, no need-based aid, to international students. For the fall 2018 entering first-year students, 322 or 85% of the admitted international students were offered academic- or talent-based scholarships (this does not include athletic aid), totaling over \$8.0 million. Of the scholarship recipients, 46 have paid their deposits for the fall term. For fall 2017, 281 (65%) were offered \$6.7 million in aid, and 45 paid deposits.

For the first-year students entering fall 2017, SMU clarified a test-optional policy for students graduating from high school outside the United States. An ACT or SAT score is still required for academic scholarship consideration.

- 5.3.2 Increase the number of faculty engagements with prospective students around the world through speaking opportunities, courses taught abroad, etc.

SMU faculty engage globally, undertaking professional talks, conferences, and teaching opportunities worldwide, too many to detail here. As examples, consider three Dedman College professors: (1) Zhong Lu, Neil Foley, and Robert Howell. Lu, Shuler-Foscue Endowed Chair in Earth Sciences, has taught a graduate-level course on radar interferometry in China over the past three summers – China University of Geosciences (Beijing) in 2016 and 2017, and Chang’an University (Xi’an) in 2018. (2) In July 2017, Foley, the Robert H. and Nancy Dedman Professor of History, taught a four-week undergraduate class (“Social and Cultural History of the United States since World War II”) to over 20 students in the Humanities School at Renmin University of China in Beijing. Foley was invited back for summer 2018 but competing commitments prevented his return. In summer 2016, Foley was selected by the Organization of American Historians for a two-week residency at Tokyo University of Foreign Studies where he spoke on immigration reform in the United States to undergraduate and graduate students at Tokyo University, Meijigakuin University, Sophia University, and Doshisha University (Kyoto). Foley was also a keynote speaker at the annual conference of the Japanese Association of American Studies (JAAS) at Tokyo Woman’s Christian University. (3) Robert Howell, professor of philosophy, was invited to present his work in a week-long workshop in fall 2016 for philosophy faculty and graduate students at the University of Fribourg in Switzerland. Subsequent symposia and speaking opportunities abroad have resulted for Howell.

- 5.3.3 Increase the number of strategic relationships with high schools and international educational organizations (not recruitment agents) that would promote SMU to international first-year and transfer students.

The Office of Admission continues to work closely with the Texas International Baccalaureate Schools (TIBS) organization. While this partnership directly impacts local students in International Baccalaureate (IB) programs, it also importantly connects SMU to the IB program globally. In 2019, SMU hopes to partner with TIBS to host an IB World Student Conference to bring more than 200 IB students and faculty to the SMU campus from around the world.

SMU continues to engage with the World Leading Schools Association and with the Council of International Schools (CIS). The Associate Vice President for Enrollment Management Wes Waggoner continues to coordinate a reception for

international high school counselors at the CIS Global Forum in Europe every November. The reception is hosted by the Southern Consortium, a group of 19 selective and highly selective private universities in the southeastern United States. SMU's Director of International Admission Jeremy Brown was appointed to the Latin America Committee for the Council of International Schools.

- 5.3.4 Increase the number of international graduate and undergraduate applications.

The climate in the United States around immigration policy continues to influence access to and perception of American higher education, making an increase in international applications more challenging. Many universities are experiencing a decline in interest from international students. Preliminary numbers through August 2018 reveal international applications have declined from 2017 for undergraduates. International graduate applications have declined for Dedman Law and the Lyle School; remained essentially the same in Dedman College and the Cox School; and increased in the Meadows, Perkins, and Simmons schools. Overall, through mid-August 2018, 4,880 international students have applied to SMU for fall 2018, contrasted with 5,190 for fall 2017 and 5,125 for fall 2016.

The decline in international undergraduate applications reflects in part SMU's higher expectations for the command of English. In 2017-18, SMU conducted a comprehensive study of its English-proficiency requirement for undergraduate students, resulting in an increase beginning in fall 2018 for the TOEFL score which would indicate ability to succeed in an SMU classroom. This increased score should improve student readiness and success, but with our initial application cohort, the raised score has contributed to a decline in international applications, almost entirely from China.

### **International Applications to SMU, 2016-18**

<i>International Applications</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
Undergraduate	1,497	1,540	1,289
Graduate / Professional			
Cox	1,065	1,150	1,164
Dedman College	622	449	450
Dedman Law	168	168	113
Lyle	1,761	1,724	1,668
Meadows	—	73	84
Perkins	12	25	46
Simmons	—	61	66
Total Graduate	3,628	3,650	3,591
Overall Total	5,125	5,190	4,880

*Note:* 2016 and 2017 data are through the end of the admission cycle; 2018 data are as of August 17, 2018. “—” indicates data not available.

- 5.3.5 Increase the enrollment of graduate and undergraduate international students to 15% by 2025, with international students at a minimum of 7% of undergraduates.

In 2017-18, SMU achieved the goal specified in the Strategic Plan for 2025. In fall 2017 the total international student enrollment at SMU was 15.1%, up from 14.6% in fall 2016 and 14.2% in fall 2015. International undergraduate students made up 8.6% of undergraduates, up from 8.2% in 2015, both above the 7% minimum. Preliminary estimates for fall 2018, however, indicate a decline in the number of international first-year students, primarily from China. This result shows a continued need to work to offset any negative effects of the increased TOEFL score previously mentioned (5.3.4) as well as the climate surrounding international student visas and immigration.

- 5.3.6 Enhance orientation and other support services for international students.

Campus ministries continue to provide opportunities to welcome international students and to gather weekly. Additionally, over 240 international students attended the annual Thanksgiving dinner provided by the Chaplain's Office in 2017.

Support for international students also has been discussed in Goal Four, Objective Seven (4.7.2).

In 2015, ISSS began work with the schools to develop and mount a graduate student orientation program to support incoming international graduate students. Over 250 incoming graduate students participated in 2017. In 2018, Dedman College and the Lyle School are hosting their own international graduate student orientations. ISSS held an International Conference Day on August 15, 2018 to address general topics and questions of concern to incoming international graduate students not covered in the school-specific orientations.

In addition, ISSS has implemented an International Leadership Program (ILP), opened in 2017-18 to domestic as well as international students. This program selects and fosters leadership of 10 trained undergraduate and graduate students who serve on behalf of the ISSS team as facilitators to aid in the global transition of international students to SMU and to facilitate cultural exchange.

- 5.3.7 Enhance support, as needed, for the processing of visas for international students, scholars, and faculty.

SMU's number of students on an F visa increased in 2017-18 to 2,230 from 2,042 in 2016-17 and 1,848 in 2015-16. This number included undergraduate and graduate students working on Optional Practical Training (OPT) which allows undergraduate and graduate students with F-1 status to work for one year on a student visa toward receiving practical training to complement their education. The number of SMU students on OPT has seen strong growth: 376 in fall 2015, 478 in fall 2016, and 620 in fall 2017.

During 2016-17, ISSS implemented technology to leverage existing staff to manage a more complicated visa process and increased visa applications. During 2017-18, ISSS used CANVAS, the campus course software, to create the course, International Compliance, to provide critical information in an interactive form

that allows assessment of the student's knowledge about immigration. All new students were required to take a quiz after reviewing the course and provide evidence of a 100% passing rate as part of their government check-in process. ISSS intends to expand this course and include returning students once per year.

By converting in-person workshops for OPT and its STEM extension to online tutorials during 2016-17, students could participate at their convenience and apply any time during the semester. This freed up staff to process visa applications within the expected five- to seven-business-day window. During 2017-18, ISSS processed over 600 OPT work authorization recommendations. To serve this group of students, ISSS again created a CANVAS course for OPT to enable our immigration advisors to inform applicants about compliance requirements in a more efficient and user-friendly way.

Also, creation of a paperless, internal online process in 2016-17 to approve on-campus work authorization requests for international students helped ISSS process these requests for students, advisers, and staff.

While technology helps serve international students and exchange visitors, there remains a strong desire to meet face-to-face with an advisor – there were 8,427 such visits to the ISSS office in 2017-18.

- 5.3.8 Assess the feasibility of providing health care insurance coverage for international graduate students who teach or serve as research assistants.

International scholars, as well as their accompanying spouse and dependents, have access to the Blue Cross-Blue Shield of Texas Student Health Insurance Plan, which meets the Department of State health insurance requirements for J-1/J-2 visa holders. During the 2018-19 academic year, a committee will be formed to investigate all health insurance options, including the possibility of extending coverage to international graduate students who teach or serve as research assistants.

**5.4 Objective Four: Share research and best practices with metropolitan areas throughout the country and worldwide through interdisciplinary programs to raise SMU's visibility and reputation to the nation and the world.**

The Moody Foundation gave \$250,000 to support the Simmons School-Guildhall collaboration on the development of a literacy app for adults, which has proven to be a prize-winning entry in the Barbara Bush Foundation Adult Literacy XPRIZE smartphone app competition. See Goal One, Objective Seven for further mention of this collaboration (1.7.2).

The SMU Mission Foods Texas-Mexico Center, an action-oriented, research policy center looking to understand and explore the dynamic political, cultural, economic, and business relationship between Texas and Mexico, officially opened April 6, 2017. The Texas-Mexico Center had its second annual Symposium in Mexico City on April 6, 2018 where the first findings from the Center's research activities on trade and migration were presented, receiving praiseworthy press coverage in the Mexican media.

The Budd Foundation provided the Budd Center continuing support for involving communities in education with its \$500,000 gift.



## **GOAL SIX: TO INCREASE REVENUE GENERATION AND PROMOTE RESPONSIBLE STEWARDSHIP OF RESOURCES**

To compete in higher education today, institutions must work proactively to maximize revenue generation and manage existing and new resources in ways that expand philanthropic opportunities, promote operational excellence, and ensure sound financial stewardship. It is important to create a transparent culture for budgets that begins with an understanding of current expenditures and metrics, along with distributed strategic budget requests that are discussed openly among all deans and vice presidents. This will provide knowledge of broad University budgets that lead to final priorities and decisions being communicated to all University leaders.

### **GOAL SIX OBJECTIVES**

#### **6.1 Objective One: Improve the efficiency and effectiveness of administrative functions through initiatives of the Operational Excellence program.**

- 6.1.1 Evaluate the measures identified for each initiative to ensure that processes are effective, efficient, and that the goal of the initiative is achieved. Show amounts of funding redirected to the academic sector.

To improve the efficiency and effectiveness of administrative functions, currently there are 11 initiatives implemented or underway through the Office of Operational Excellence (OE), in addition to seven implemented during the Operational Excellence for the Second Century (OE2C) initiative. Metrics, posted on the OE website (<http://blog.smu.edu/opex/>), have been developed for initiatives to measure service delivery, cost savings, and efficiency improvements, as appropriate. Also, a financial tracker posted on the site outlines the administrative cost savings, along with the related academic uses of such funds. A total of \$20 million annually has been saved from administrative functions to be redirected to the academic sector.

#### **6.2 Objective Two: Develop an inclusive, transparent budgeting process that recognizes strategic priorities while lowering administrative expenses.**

During the annual budget-planning process, the president, provost, deans, and vice presidents review historical budgets and spending proposals. The

discussions and items funded reflect the priorities of the University set forth in the Strategic Plan.

- 6.2.1 Limit the growth in staff positions funded through unrestricted means to those directly supporting strategic priorities.

SMU has made progress in limiting the growth in unrestricted staff positions since Organizational Design and shared services efforts were completed in 2015. In fiscal year 2018, there were 1,392 total unrestricted staff positions excluding the insourcing of facilities personnel, and 1,371 in fiscal year 2017. New positions have supported strategic priorities. Business and Finance has revised the staff position management process so that review of new positions includes those funded from both unrestricted and restricted resources.

- 6.2.2 Evaluate the percentages of the budgetary increases that support academic and administrative functions to ensure that emphasis remains on the academic mission.

In fiscal year 2018, 82% of the \$19.8 million increase in unrestricted revenues went to academics, compared to 85% of \$17.1 million in 2017 and 73% of \$20.0 million in 2016.

### **6.3 Objective Three: Increase levels of future private support, building on the success of past campaigns.**

- 6.3.1 Identify ways to continue campaign momentum in fiscal year 2017 and beyond by focusing on targeted key priorities.

More than \$111 million in gift revenue was received in fiscal year 2018. This compares favorably with previous years: more than \$93 million in fiscal year 2017 and almost \$100 million in fiscal year 2016 (which included the close of the *SMU Unbridled: The Second Century Campaign* at the end of 2015).

- 6.3.2 Complete funding for existing capital projects.

Efforts to complete funding for the Gerald J. Ford Research and Innovation Center, Owen Arts Center renovation in the Meadows School, and the Indoor

Performance Center are ongoing. Funding for other Athletics capital projects has been discussed in Goal Four, Objective Six.

- 6.3.3 Develop new processes and staffing structures to provide greater support for ongoing University operations, increasing current-use giving to average \$50 million annually during fiscal years 2018 to 2020.

The three-year Pony Power initiative was launched June 1, 2017 to focus fundraising on current-use designations and to encourage gifts at all levels for all areas of SMU. With an overarching goal of achieving an average of \$50 million annually for current uses, yearly goals for the three-year initiative were set at \$45 million in fiscal year 2018, \$50 million in fiscal year 2019 and \$55 million in fiscal year 2020. In its first year, Pony Power reached its third-year goal: SMU received gifts totaling \$57,694,300 in support of current use needs.

The “Mustangs Give Back” day of giving has grown in contributions and participation over the past three years. In 2016, 1,375 donors supported 30 projects from across campus, raising over \$186,000. In 2017, 3,001 donors gave almost \$500,000. On “Mustangs Give Back” day, March 8, 2018, 2,253 donors gave more than \$747,000 to support over 80 projects.

- 6.3.4 Develop new ways to cultivate and motivate major donors identified during the campaign, leading to new and larger future gifts; grow the number of \$1 million donors to SMU from the current 155 to 200 by 2025.

Major gifts fundraising efforts in fiscal year 2018 included Gene and Jerry Jones’ gift to the Meadows School, Robson and Lindley Aquatics Center donations, Rep. Sam Johnson donations, gifts honoring Kyle Miller, gifts endowing the Hunt Leadership Scholars, Moody Foundation gift, SMU Indoor Performance Center lead gifts, gift by Linda and Mitch Hart to the Gerald J. Ford Research and Innovation Center, Hamon Charitable Foundation gift to the Lyle School summer camps and engineering scholarships, and a naming gift for the Dennis Simon Civil Rights Pilgrimage by Kelvin and Jessica Beachum.

In fiscal year 2018, DEA appointed a Director of Donor Relations who will play a critical role in refreshing and building a donor relations program, placing a larger emphasis on top-level donors. DEA also refined responsibilities and

activity metrics for the centrally-based major gifts team and principal gifts effort to more broadly support cultivation of engaged relationships and solicitations that will benefit all areas of SMU and increase the number of donors who contribute major gifts (\$100,000-\$999,999) and principal gifts (\$1 million or more).

- 6.3.5 Continue the upward trend in planned giving support, increasing the number and value of deferred gift expectancies and matured deferred gifts through 2025.

Planned giving support increased in fiscal year 2018, with more than \$4.4 million committed in new deferred gift expectancies and more than \$4.2 million received in matured gifts, yielding a yearly total of more than \$8.6 million. Figures for fiscal year 2017 were more than \$21 million committed in new deferred gift expectancies, and over \$4 million received in matured gifts. In fiscal year 2016, the value of new deferred gift expectancies exceeded \$13 million while matured expectancies exceeded \$2 million.

- 6.3.6 Continue the focus on scholarship and endowed faculty funding priorities, adding another 750 endowed scholarships by 2025, and raising the total number of endowed faculty positions to 160 by 2025.

The campaign to secure endowed as well as multi-year current-use funding for undergraduate and graduate scholarships to strengthen the University, each of the schools, and Dedman College has achieved beneficial results. During *SMU Unbridled: The Second Century Campaign*, SMU donors gave annually to hundreds of scholarships and added 689 endowed scholarships, greatly exceeding the original campaign goal of creating 500 endowed scholarships. This record-breaking result raised the number of substantially endowed scholarships at SMU to 3,242. Nine more were added at the end of fiscal year 2016 after *SMU Unbridled: The Second Century Campaign* concluded. Campaign momentum continued during fiscal years 2017 and 2018 with another 159 endowed scholarships added, bringing the total number of substantially endowed scholarships at SMU to 3,410.

In December 2017, the Nancy Ann Hunt Foundation made a substantial gift to ensure the long-term support of the Hunt Leadership Scholars Program, a

program begun in 1993 that has provided scholarships to almost 400 students who, following graduation, have made a significant impact on diverse fields ranging from medicine and law to theology, teaching, and politics.

Giving for scholarships during fiscal year 2018 totaled \$36,394,566, including \$16,373,032 for current-use scholarships and \$20,021,534 for endowed scholarships. These figures represented significant increases over the prior fiscal year when total giving for scholarships was \$20,743,904 – \$10,288,403 for current-use scholarships and \$10,455,501 for endowed scholarships.

During *SMU Unbridled: The Second Century Campaign*, SMU donors added 54 endowed faculty positions, increasing the number to 116. Since the campaign's conclusion, five commitments, detailed in Goal One, Objective One (1.1.1), have further increased the number of substantially endowed faculty positions to 121.

- 6.3.7 Increase annually the number of volunteers involved in fundraising initiatives.

Almost 450 alumni volunteers have engaged in fundraising initiatives during fiscal year 2018. The comparable figure was about 500 in 2017, 100 more than in 2016 but slightly below figures for the recent campaign years.

Overall in fiscal year 2018, 1,443 alumni volunteered to participate as fundraisers, admission volunteers, or career volunteers, committee and board service (across campus) members, and alumni chapters leaders. This is compared to 1,923 alumni volunteers in fiscal year 2017 and 1,761 in fiscal year 2016.

#### **6.4 Objective Four: Elevate SMU's national profile to raise rankings and garner additional support for the University's strategic priorities, building on the accomplishments of SMU programs and its people.**

In "2018 Best Colleges" by *U.S. News & World Report*, among 300 institutions classified as national universities, SMU ranked 61, down from 56 a year ago, but matching the 2016 rank. In Texas, only Rice and the University of Texas-Austin

ranked higher. Among private national universities, SMU ranked 40<sup>th</sup> from 39<sup>th</sup> a year ago.

The *Princeton Review*<sup>TM</sup> named SMU's Guildhall program as number 1 in the world for its graduate program in game design.

Dedman Law ranked 50<sup>th</sup> according to *U.S. News & World Report*'s "2019 Best Law Schools" (ranked in 2018), down slightly from 46<sup>th</sup> the year before. In 2018, "Go-To Law Schools" ranked SMU's Dedman Law 20<sup>th</sup> for the most alumni promoted to partners during 2017 and 28<sup>th</sup> for the highest percentage of recent graduates into associate jobs at the nation's 100 largest law firms.

*Latino Leaders Magazine* again in 2018 listed SMU among the top 50 schools for Latino students. The inclusion references SMU's percentage of Hispanic students and the Latino Leadership Initiative.

In 2017 *Condé Nast Traveler* named SMU the most beautiful college campus in the United States.

In winter 2017-18, *Poets & Quants for Undergrads* ranked SMU Cox 19<sup>th</sup> among the nation's top 82 BBA programs, based on admissions standards, academic experience and employment placement.

In fall 2016, Bloomberg *Businessweek* ranked SMU Cox 21<sup>st</sup> overall in the nation, and number 5 in the nation for post-graduation BBA salaries. (Bloomberg *Businessweek* no longer ranks BBA programs.)

The Cox School of Business ranked 48<sup>th</sup> according to *U.S. News & World Report*'s "2019 Best Business Schools" (ranked in spring 2018), up from 52<sup>nd</sup> in the previous year's rankings.

In fall 2017 Bloomberg *Businessweek* ranked Cox's full-time MBA program 32<sup>nd</sup> in the United States. As part of the Bloomberg *Businessweek* ranking, the Class of 2017 ranked SMU Cox 7<sup>th</sup> in the nation for "student experience."

In fall 2017, *The Economist* ranked SMU Cox's full-time MBA program 7<sup>th</sup> in the world for faculty quality. The publication also ranked Cox 16<sup>th</sup> in the world

for “potential to network,” and among the top 30 schools in the world for “alumni effectiveness.”

Bloomberg *Businessweek* ranked Cox’s Professional MBA program 7<sup>th</sup> in the nation for part-time MBA programs. PMBA graduates praised the program for post-graduation career success and ranked Cox 5<sup>th</sup> in the country for program effectiveness. (This survey was from fall 2015, the last time Bloomberg *Businessweek* ranked PMBA programs.)

In spring 2018, *U.S. News & World Report* ranked SMU Cox EMBA 18<sup>th</sup> in the nation, and one of only two EMBA programs in Texas ranked in the top 25.

In fall 2017, *The Financial Times* ranked SMU Cox 16<sup>th</sup> among U.S. EMBA programs. SMU Cox is ranked at 29<sup>th</sup> globally in “career progress,” higher than any other Texas-based business school and number 7 among business schools based in the United States.

*The Economist* ranked SMU Cox EMBA 13<sup>th</sup> in the world in spring 2015 and 40<sup>th</sup> in the world in summer 2018.

Bloomberg *Businessweek* ranked the Cox Executive MBA program number 3 worldwide. Cox EMBA graduates gave Cox an “A+” across the board for teaching, curriculum and student support, earning the SMU Cox EMBA program the number 1 spot in the publication’s graduate poll. (This survey was from fall 2013, the last time Bloomberg *Businessweek* ranked EMBA programs.)

- 6.4.1 Continue to support SMU branding efforts, centrally and through schools and units.

Throughout 2017-18, SMU continued to invest in growing awareness of the University’s central brand message, “World Changers Shaped Here,” by bringing that message to life in communications across all schools and units.

SMU developed the University’s first five-year marketing and communications plan during 2017-18, working in conjunction with the vice presidents and deans, the marketing leads in each of the schools and units, admission leaders in

Undergraduate Admission and the schools, and fundraising leaders in Development and External Affairs.

SMU leaders developed the University's spherical brand position through a process that involved interviews and focus groups with approximately 70 people, including each vice president and dean, plus representative students and faculty; surveys of more than 550 students and 220 faculty and staff members; and an intensive workshop with President Turner, vice presidents, and deans. The spherical brand position will be used as the foundation of University marketing efforts.

- 6.4.2 Build external support for the SMU Strategic Plan 2016-2025 goals.

During 2015-16, drafting of the 2016-2025 Strategic Plan involved discussions with groups across the University. Similarly, the annual progress report for 2016-17 was shared in fall 2017 with SMU Executive Boards for the schools, SMU-in-Taos, the Tower Center, and others.

In November 2017, SMU held an event at the Dallas Federal Reserve to report the myriad ways in which SMU is a valuable partner to Dallas and the North Texas community, helping to create the kind of city and region where we want to live and work. Also, SMU reported on donor-supported initiatives, described how its Strategic Plan's implementation has addressed critical community needs, and how the University contributed to Dallas' ongoing emergence as one of the world's leading cities for commerce, culture, and inclusion.

- 6.4.3 Annually expand social media use to gain new audiences, increased visibility of academic progress, and more financial support.

SMU earned 1,131,660 traditional and social media mentions in fiscal year 2018 – the fifth consecutive year the University has set a record for total mentions.

SMU grew its total social media followers on its Facebook, LinkedIn, Twitter and Instagram accounts from 196,400 in 2016-17 to more than 214,000 in 2017-18, a 9% increase. Instagram followers rose by 42%, Twitter followers grew 10%, Facebook fans increased by 7%, and LinkedIn followers grew 7%. SMU's rate of growth in social media followers outpaced those of peer and aspirational



institutions American, Baylor, Brandeis, Northeastern, Notre Dame, Pepperdine, and USC. Weekly engagement levels on the SMU Facebook account also outpaced those of American, Brandeis, Lehigh, Northeastern, Pepperdine, TCU, and USC.

While changes in Facebook's algorithm led to a decrease in engagements on Facebook in 2017-18, engagements on Instagram grew by 61% (148,000 engagements) and engagements on Twitter grew by 13% (18,000 engagements) compared to the previous fiscal year.

The changes in social media algorithms that reward paid content and advertising led to experimenting more with cost-effective investments to gain viewership of SMU content. Promotions of stories about student entrepreneurs had 60,000 paid reach, compared with 5,000 organic. Promotion of the Amazon CEO Jeff Bezos event at Moody Coliseum reached 490,000 people and helped achieve a quick sellout of the event. Paid ads also were used to promote Pony Power current-use giving, the SMU Indoor Performance Center kickoff, and Mustangs Give Back day of giving.

Start-of-the-school-year social media content, videos, and photos earned more than 409,000 impressions and 36,000 interactions.

Social promotion of President Turner's presentations about the future of SMU to community leaders in Houston and in Dallas at the Federal Reserve Bank of Dallas in November 2017 generated 282,000 impressions and more than 2,000 interactions.

During 2017-18, social media followers of SMU Athletics and its teams were up 17% (189,417, compared with 161,914 a year earlier). Instagram followers for Athletics accounts were up 32% (to more than 36,000). Twitter impressions on Athletics accounts were 37.3 million, up 16% compared to 2016-17.

**6.5 Objective Five: Employ investment best practices to balance potential rewards and risks to grow a diversified endowment to increase support to the University's academic priorities.**

- 6.5.1 Outperform policy benchmarks while managing risk.

The market value of SMU's endowment totaled \$1.62 billion as of May 31, 2018. In the 2017-18 fiscal year, the endowment pool generated an annual return of 9.5%, outperforming SMU's long-term absolute-return goal of 8.0%. These results were also ahead of SMU's policy benchmark return of 8.6% (private equity lagged by one quarter).

Asset prices continued to climb during the fiscal year, reflecting a growing confidence in the strength of the global economy. The endowment pool's returns were driven by strong absolute performance of public equity, private equity, and diversifying strategies sub-portfolios.

- 6.5.2 Ensure a total return ranked in the top 50% cohort and aspirational universities over a business cycle.

As of June 30, 2018, SMU's one-year endowment pool return was 9.2% versus the median return of 7.8% for the Cambridge Associates (CA) universe of college and university endowments. For the five-year period ending June 30, 2018, SMU's endowment pool returned 7.4% versus a median return of 6.8% for the colleges and universities in the CA universe. Over this five-year period, SMU's endowment pool delivered a higher return and lower risk compared to the median return and risk metrics of colleges and universities in the CA universe. SMU's endowment ended fiscal year 2017 ranked 68th among United States and Canadian university endowments.

## **6.6 Objective Six: Promote a shared sense of community at SMU to conserve resources, establish sustainable practices, and contribute to the community's livability.**

- 6.6.1 Work to engage students, faculty, and staff in sustainability efforts that will benefit the campus and the environment.

The Sustainability Committee, reconvened and reconstituted in 2017, leads the campus-wide effort in sustainability to engage students, faculty, and staff for the benefit of SMU and the environment. While the committee has made great strides to get up and running again, it is still in the early stages of various initiatives. The Sustainability Committee provided vital support to the SMU Environmental Society, a student organization, for the Earth Week Program in

late April 2018. During 2017-18, the committee also audited and mapped various buildings on campus to assess recycling receptacle and signage needs to mount a campus-wide recycling program this coming academic year. The committee also has taken steps to ensure that SMU is represented at local, regional, and national conferences to continue to be well-informed about the latest advances.

In addition to the Environmental Society, student groups such as the Environmental Representatives (E-Reps) in the residential commons, Engineers without Borders, and the Dedman Law Environmental Law Society have been active in efforts to raise awareness and help create more sustainable communities.

- 6.6.2 Continue to seek appropriate LEED designations on all new construction and renovations.

The Office of Facilities Planning and Management continues to pursue LEED certification on new construction and, when feasible, renovations. In fiscal year 2017, LEED Gold - Healthcare was achieved for the Dr. Bob Smith Health Center. In January 2018 the Robson and Lindley Aquatics Center received LEED Gold certification, bringing to 24 the number of LEED certifications on SMU's main campus (16) or SMU-in-Taos (8).

## CONCLUSION

This document is the second of nine annual reports of progress toward the goals and objectives of *Launching SMU's Second Century: Shaping Leaders for a Changing World 2016-2025*. Although significant progress was noted under each goal, achieving the high standards and aspirations in the plan likely will require the full decade. However, these annual reviews will allow the Board of Trustees and the University community to document progress.

This first two years of the plan were highlighted by the recruitment of new leadership for the academic, student, technological, and fiscal areas of the University; advances in high-performance computing; and by activities associated with the first two years after the conclusion of *SMU Unbridled: The Second Century Campaign*. As these new leaders bring their energy, ability, and experiences to the University, their fresh input will help shape the implementation of our goals and objectives.

As noted in *Implementing the Strategic Plan 2016-2017*: “If we are faithful servants to our mission, wise planners of our future, and good stewards of our resources, *Launching SMU's Second Century* will measurably raise the profile of faculty and student achievement for which SMU will be known in the second century of our development.”

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<sup>1</sup>Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681–1688.

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August 2018

