

LAUNCHING  
SMU'S SECOND CENTURY





## **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**

Priscilla Lui (Psychology) received the APS Rising Star designation, an award presented to outstanding Association for Psychological Science members in the earliest stages of their research career post-Ph.D.

A record 26 faculty were awarded Sam Taylor Fellowships from the General Board of Higher Education and Ministry of the United Methodist Church.

1.1.1 Increase the number of substantially funded endowed chairs and professorships 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 24.9% of SMU's 486 tenured and tenure-track faculty. (To reach the one-third goal with 486 faculty would require an additional 41 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

support. Seek to keep SMU competitive in each area with the midpoint of cohort and aspirational averages as the minimal standard.

This objective, revision of the cohort and aspirational peers, has been accomplished during the 2017–18 academic year although the review process is always ongoing. A task force reviewed the list of SMU’s cohort and aspirational peers and made recommendations concerning the suitability of current and potential peers for use in comparing salaries, benefits, faculty support, and student support. The proposed and adopted 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 revised sets of peers, with 2019 *U.S. News & World Report* rankings in parentheses (SMU ranked 59<sup>th</sup>), are as follows:

**Aspirational Peers (2019 U.S. Newsrpsd Re**

Review of the percentages of full-time, instructional, women faculty at SMU (40%) and at our peer institutions reveals that SMU almost matches the average percentage of women faculty at our aspirational peers, (41%) and our cohort peers (42%). The comparison is for fall 2017, the most recent data available on our peers from the Integrated Postsecondary Education Data System (IPEDS).

In official data for fall 2018, women made up 314 (41%) of SMU's 763 full-time, instructional faculty at all ranks. Of these 314 women faculty, 160 were tenured or tenure-track (51%). At SMU women made up 22% of full professors. Unfortunately, none of the four full professors hired for the 2018-19 academic year were women, but 29 of the 64 total new, instructional hires (45%) were women.

Review of the percentages of full-time, instructional faculty for African-Americans, Hispanics, Asians, and two or more races at peer institutions reveals that SMU matches or surpasses the average percentages for peer institutions, but trails among Asians. SMU's 4% of African-American faculty for fall 2017 was

**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.

Preliminary data on SMU's first-year fall 2019 entering class suggests an average ACT score of 30.6 using a superscore method used by most of our aspirational peers and recently endorsed by the ACT testing agency. Long used by SMU for the SAT, this method, rather than simply taking the overall maximum test score from one test date for students who take the test more than once, recombines the maximum score on each component of the test. A score of 30.6 represents approximately the 94<sup>th</sup> percentile of test-takers in the high school graduating classes of 2016-18. The table below shows the average superscored ACT for SMU’s entering cohorts since 2013.

**Average ACT Score for SMU’s Entering Fall Students**

<i>Year</i>	<i>ACT</i>
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Scholars at SMU, 28% of whom are from diverse backgrounds. Eight of the 24 Hunt Scholars arriving in fall 2019 have served as President of their high school student council or senior class. Hunt Scholars continue to 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. For the 2019-20 year, all three undergraduate student body officer positions will be occupied by Hunt Scholars, and two Hunt Scholars will serve as Student Representatives to the Board of Trustees. The Hunt Scholars entering in fall 2019 averaged 1441 on the SAT and 32.1 on the ACT; in fall 2018, 1410 and 30.4; and in fall 2017, 1402 and 30.7. These ACT and SAT averages range between the 94th and 98th percentile of test takers.

The President's Scholarship is the highest academic merit award given by the University, and there are currently 91 President's Scholars at SMU. In fall 2019 the incoming President's Scholars taking the ACT averaged 34.8, up from 34.5 in 2018, and 33.6 in 2017. The incoming fall 2019 President's Scholars taking the SAT averaged 1522, compared to 1532 in 2018 and 1433 in 2017. Each of these ACT and SAT averages are in the 99th percentile. SMU GPA for the incoming President's Scholars class averaged 3.975, up from 3.93 in 2017. The 25 President's Scholars in the fall 2019 cohort include 48% from diverse backgrounds, compared to 57% in 2018 and 56% in 2017.

In fall 2018, the 11<sup>th</sup> class of Meadows Scholars constituted the most diverse and selective cohort on record with an average SAT of 1440, lower than a record high the previous year but still second highest in a six-year period. The 2018-19 incoming cohort was 36.9% students of color, also lower than the previous year, but again the second highest in a six-year period.

indicating an uptick in applicant quality in fields less dependent on international applications. The GRE scores for fall 2019 and previous years can be seen in the following table.

**SMU Graduate Student Quality – Average Graduate Record Exam (GRE) Scores, 2016-19**

<i>GRE</i>	<i>Year</i>			
	2016	2017	2018	2019
<b>Verbal</b>				
Average	153.9	159.6	159.3	161
Percentile	64%	83%	83%	86%
<b>Quantitative</b>				
Average	162.5	161.4	161.7	153
Percentile	83%	80%	79%	77%

*Note:* The table gives Graduate Record Exam (GRE) average scores and corresponding percentiles for the entering graduate students in the year indicated. Verbal scores are shown for graduate students in the humanities and quantitative scores for graduate students in STEM fields (natural sciences, mathematics, and engineering) and economics.

For the academic year 2018-19, SMU Ph.D. departments reported that 13 recent SMU Ph.D.’s secured tenured or tenure-track positions at other universities. Eighteen SMU Ph.D.’s secured post-doctoral positions which keeps them on track for a faculty career. In 2018, it was found that over the previous 10 years, 72 (12%) of the 592 graduates of research doctorate programs at SMU were in tenured or tenure-track positions. This number serves as a baseline for future measures of career outcomes for Ph.D. graduates. With the establishment of a graduate school during the coming year, new methods for collecting and maintaining data on career outcomes for SMU’s Ph.D. graduates are being developed and are planned for implementation in 2019-20.

Academic quality continues to strengthen in Cox graduate programs. For instance, the average GPA of the entering Full-Time 2-Year MBA class of a 3.4 represented the highest entering GPA in the last 18 years. The average GMAT

of 653 for this entering class represented the 6th consecutive year of a 650 or higher GMAT average, a record for the Cox School. (Approximately three quarters of those taking the GMAT score below 650.) In fall 2018 the Professional (part-time) MBA program for the entering class entering class averaged 613 on the GMAT, the second highest score in the last 7 years.

For the 2019-20 entering class in the Dedman School of Law, preliminary data indicates the median GPA rose to 3.70, the highest ever for the third year. The median LSAT held steady at 161 for the sixth year in a row. Approximately 82% of LSAT takers scored below a 161 in the 2018-19 application cycle. Expectations are for 276 students in the entering class, the highest number since 2007, a significant increase over the fall 2018 entering class of 205.

The pass rate for Dedman Law graduates taking the bar exam for the first time in July 2018 was 86.4%, which is up slightly from 85.4% in 2017, down from 91.1% in 2016, but up from 84.85% in 2015.

Of the Counseling Master's students who sat for the National Counselors Examination Licensed Professional Counselor test in spring 2019, 100% passed, surpassing the national pass rate of 90.6%.

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

The undergraduate entering class in fall 2018 again showed progress in regard to strategic objectives. There was a marked increase in yield over the prior year and, as discussed for Goal One, Objective Two (1.2.1), in quality of the class. Academic quality as measured by the average ACT was the highest in SMU's history. We also saw continued growth in the diversity of the student applicant pool.

The following table contrasts the number of undergraduate applications and rates of admission and yield for first year students, 2018-19. Note that starting with fall 2019, the University will be reporting admit rates in terms of total applications rather than completed applications, in line with best practices of our aspirational peers. For comparison, two admit rates are shown in the table – those previously reported and those recalculated with this new denominator.

**Undergraduate Applications, Admit Rates, and Yield Rates, 2015-19**

	2015	2016	2017	2018	2019
Total applications	14,441	14,771	14,507	13,672	13,946
Admitted	6,360	6,482	6,402	6,451	6,585
Admit rate (of total)	44.0%	43.9%	44.1%	47.2%	47.2%
Completed applications	12,992	13,250	13,123	12,602	12,756
Admit rate (of completed)	49.0%	48.9%	48.8%	51.2%	51.5%
Enrolled	1,374	1,522	1,423	1,530	1,558
Yield rate (enrolled of admitted)	21.6%	23.5%	22.4%	23.8%	23.7%

*Note:* Transfer applicants are not included in the above numbers. 2019 data preliminary as of August 7, 2019. The official numbers for 2019 will be available after the 12th day of undergraduate classes, the official census date of September 6, 2019. The number of net deposits is considered to be the enrolled number for 2019.

We continue to partner with Fire Engine Red to further our national outreach to more highly academically qualified applicants with strong interest in SMU. Applications from underrepresented students increased for fall 2019 over the year prior (5,714 compared to 5,346). Though applications and admits were both up for this entering cohort, enrollment among underrepresented students did not show gains. Preliminary data for fall 2019 indicate SMU will enroll approximately 25.2% students from diverse backgrounds, compared with 27.0% in 2018.

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.

For the fall 2019 entering first-year class, SMU, funded by an unrestricted bequest, offered an additional \$1 million (\$250,000 per year) dedicated to underrepresented students admitted to SMU. In addition, in fiscal year 2019 another \$640,975 was provided from other donors for this purpose, either in the form of outright gifts or payments on earlier pledges, for a combined fiscal year 2019 total of \$890,975. 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 \$4.29 million in current-use and endowment funds toward this effort in the last four years. Such funds are essential to recruit and retain highly qualified, diverse students to SMU.

In 2018-19, SMU met on average approximately 86% of students' demonstrated financial need, compared to 85% the previous year. For new first-year students entering fall 2019 who received an academic scholarship, SMU increased the percent of demonstrated need met with grants to 75%. In previous years, this rate was 70%.

The Black Alumni of SMU and the Hispanic Alumni of SMU, building community among alumni and students, inspired 250 donors to raise \$37,399 in fiscal year 2019 to support scholars

developing a Baptist House of Studies to attract even greater diversity in the student body.

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 2017, the most recent data available, the percentage of African-American undergraduate students at SMU, 5%, matched the average for the aspirational peers but trailed the 6% average for cohort peers. Averages for other underrepresented groups include Hispanic 11% (SMU), 10% (aspirational peers), and 13% (cohort peers); Asian 6%, (SMU) 14% (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.

SMU participated in the IDEA School District college application workshop in McAllen, Texas alongside Boston University, Bucknell, Williams, University of Chicago, Vanderbilt, Johns Hopkins, Rice, Northeastern and University of Rochester.

In 2018-19, SMU continued the third year of an ISD@SMU program where students from a local ISD come to campus for college information and a tour. This year, four of the five high schools in Grand Prairie ISD participated.

As a member of the Coalition for College, an association of about 100 universities focused on promoting college access and affordability, SMU helped to organize a Coalition Day across Texas to inform students of college opportunities. Coalition members in Texas also include Rice, UT-Austin, Texas A&M, Trinity, and St. Mary's.

SMU continues partnerships with Dallas Country Promise, KIPP Schools across the country, St. Luke's UMC's Texas Higher Education Initiative, and others.

The Simmons School partnered with the Dallas Independent School District, Toyota, and the West Dallas community to plan, open, and study a PK-8 STEM-focused school in West Dallas. The partnership officially launched the three-year planning partnership on September 7, 2018, and the first year has successfully laid the groundwork for a long-term, four-way collaboration. Key milestones over the past year include finalizing a Memorandum of Agreement (MOU) between Dallas ISD and SMU to govern and support the partnership and identifying non-profit partners in West Dallas to receive sub-grants and participate in capacity-building work aimed at equipping them to serve the West Dallas STEM School in the near future.

During 2018-19, the Budd Center in Simmons provided 28 professional development and coaching sessions to 27 Dallas-area nonprofits to improve the learning outcomes of their diverse at-risk students. These numbers were up from 20 and 15, respectively, in 2017-18.

In 2018-19, the four pre-college programs in the Simmons School – Upward Bound, Upward Bound Math Science, Talent Search, and College Knowledge – served 3,504 pre-college students, 737 (21%) of whom were admitted to college for fall 2019. This was up over 2017-18 but down from 2016-17: 3,073 served, 644 (21%) admitted to college in fall 2018; 4,885 served, 934 (19%) admitted to college for fall 2017. Dallas Independent School District issues were behind the decline since 2016-17 and have been addressed.

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 spring 2019, 382 SMU Alumni Volunteers, working with the Office of Admission, personally contacted the 6,300 accepted applicants to SMU to encourage their enrollment. They also participated in college fairs across the country and joined admitted students for send-off parties around the nation. The Office of Annual Giving and Alumni Relations continued hosting send-off



parties for incoming students and their families. In summer 2018, 699 attendees participated in 15 parties across the nation.

In April 2019, 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, again opened their home and hosted a reception for admitted African-American students from the Dallas area. Of the 13 students who attended the reception, 9 have committed to SMU. Five will attend in the fall and four will attend starting in the spring.

SMU is expanding its efforts to feature SMU alumni in its communications. This year's SMU Giving Day featured alumnus Ace Anderson '13, as its video talent. The videos earned more than 25,000 views. The December solicitation focused on Aleena Taufiq '18 as a recent alumni world changer and her entrepreneurial spirit, encouraging other alumni to do a “world of good” by supporting SMU.

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 June 2018, Dallas was host to the national conference of the Higher Education Consultants Association. SMU's relationships with this organization



1.2.10 Increase the four-year and six-year graduation rates for undergraduate students to 74% and 84%, respectively, by 2025.

Review of SMU's aspirational and cohort peers as well as other universities revealed the competitive case for raising the six-year graduation rate goal from 82% to 84%.

For the cohort entering fall 2014 and graduating in 2018, the four-year graduation rate climbed to 73.1%, an increase over the previous year's 71.6%. Rates for the five cohorts entering between fall 2008 and fall 2012 were even lower, ranging between 66.7% and 71.0%.

For the cohort entering fall 2012 and graduating in 2018, the six-year graduation rate dipped to 78.0% from the previous year's 80.5%. Previous rates were 78.8% (fall 2010 cohort), 78.9% (fall 2009), and 77.1% (fall 2008).

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.

The following table presents graduate and professional applications by school for the years 2016 to 2019. Fall-only numbers for 2019 cannot be strictly compared with full year cycles for 2016 to 2018, but the fall 2019 numbers, excepting those for Lyle, approximate previous year application numbers. Lyle's application numbers reflect the impact of immigration restrictions on graduate enrollments, a downturn shared more broadly by universities nationwide. International applicants will be discussed in response to Goal Five, Objective Three (5.3.4).

**Graduate and Professional Applications by School, 2016-19**

<i>School</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>Fall 2019</i>
Cox School	1,777	1,893	2,165	1,984
Dedman College	1,085	865	823	770
Dedman Law	1,772	1,759	1,883	1,832
Guildhall	109	130	202	207
Lyle School	1,987	2,229	2,055	1,478
Meadows School	289	341	300	335
Perkins School	115	139	138	179
Simmons	—	1,135	1,167	903

*Note*



information system used by students and advisers which stores the articulations between SMU courses and courses at other institutions where transfer students have earned credit. In fall 2017, there were approximately 11,000 course equivalencies for transfer courses. By spring 2018, this had tripled to 33,296 course equivalencies from Texas community colleges and other institutions included in *my.SMU*. These course articulations enable faster turnaround time when creating Transfer Evaluation Reports (TER) for transfer applicants. TERs figure prominently in the transfer recruitment process, providing applicants with a clear picture of how courses transfer to SMU. During 2018-19, Registrar's Office staff helped evaluate 3,294 transcripts from other colleges and universities requiring the evaluation of 25,105 courses. Further course equivalencies may be added in 2019-20 if a need arises for specific, targeted programs.

The number of institution-specific Transfer Equivalency Guides (with 50 or more course equivalencies) for feeder schools and other colleges and universities was expanded from 60 in 2016-17 to 134 in 2017-18. These guides include all feeder institutions as well as colleges and universities across the country. The guides 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. The Equivalency Guide website was accessed 15,399 times in 2018-19. New in 2018-19, matriculated students can run a "What-If" Degree progress report, allowing them to explore how their transfer work satisfies various majors, minors, and the University Curriculum.

In fall 2017, SMU had 19 Transfer Pathway Guides (articulation guides) and created 21 more in 2017-18. The 40 Guides include suggested courses, semester plans for the University Curriculum, and the most sought after majors by transfer students. Converting Transfer Pathway Guides into interactive guides in SMU's catalog in 2017-18 has resulted in greater visibility and use. In 2018-19, there were 6,871 page views of the guides and users on average spent 2-3 minutes reviewing each guide.

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

Transfer students not living in a Residential Commons are affiliated with Ware Commons. The Ware Faculty in Residence (FiR) hosts a Transfer Welcome Dinner the first week of classes for these students. Affiliated transfers learn of

activities in which they can participate through the Ware biweekly email distribution list (“Ware Street Journal”). In addition to Ware activities in 2018-19, additional welcome events have been planned for incoming transfers living in upper division housing by their Residence Hall Directors.

Starting in 2018, transfer students awarded full- or half-tuition scholarships, as well as students invited to join Tau Sigma National Transfer Honor Society, were given access to the Scholar's Den. The ability for transfer students to use this study space recognizes their accomplishments and includes them with other high-achieving student groups using the facility.

Transfer student participation has been strong in Academic Advising, Registration, and Orientation (AARO) and Stampede (the successor to 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. Staff recognition awards and processes have been improved, resulting in, among other matters, a revitalized, more formal Staff Celebration and Convocation, followed by a 25+ Years of Service luncheon. During 2018-19, Human Resources created an ongoing advisory committee for staff recognition. 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. Faculty, staff, post-doctoral students, and student workers engaged in over 10,000 hours of training including online tutorial (protection of minors, harassment and discrimination prevention, data security and privacy, FERPA), as well as professional and manager development workshops, custom training, and facilitated team sessions. Franklin Covey’s Leading Across Generations workshop, introduced to managers in 2018-19, gives leaders a profound understanding of the differences among generations.

**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 analyt**



Edward Glasscock, C. Vincent Prothro Distinguished Chair of Biological Sciences, joined Dedman College in 2019. He received his Ph.D. from University of California at Berkeley and his most recent position was at Louisiana State University. His research focuses on understanding the genes and mechanisms underlying epilepsy and sudden unexpected death in epilepsy.

Timothy Jacobbe, Professor and Department Chair of Teaching and Learning, joined the Simmons School of Education and Human Development in 2019. He received his Ph.D. from Clemson University and his most recent position was at University of Florida. His research focuses on mathematics education and involves the assessment of statistical concepts and the development of resources to impact the way teachers and undergraduate students learn content.

Anthony Petrosino, Professor of Teaching and Learning and Associate Dean, joined the Simmons School of Education and Human Development in 2019. He received his Ph.D. from Va



research in the arts ecosystem. This strategic effort reflects not only SMU's historical commitment to the arts but also the University's commitment to high-level research and data science, supported by high-performance computing. SMU DataArts is also discussed at Goal One, Objective Five (1.5) and Goal Three, Objective Two (3.2.5).

During spring 2019, an effort was conceptualized in the Meadows School that could mandate data science within a subset – if not all – of the communication arts. With real-time metrics at the heart of social media, film and television series development, journalism story placement and coverage, advertising creation and distribution, and crisis communication, the divisions may create a common course devoted to the real world implications, data science, and the usage of big data in communication-related fields.

### 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 three 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. Approximately 200 people attend the event annually, with half the attendees being SMU students, faculty, and staff and the remainder community leaders from outside SMU.

14 fellowships during 2018-19, 15 in 2017-18, and 17 in 2016-17. These fellowships supported work on the Evaluation and Research Team as well as the following initiatives: Economic Growth, Military Service, and Education

The SMU Libraries is developing a strategic vision based on several components: in-depth analysis of campus strategic directions, stakeholder feedback through surveys and interviews, internal dialogs around opportunities and current strengths, an environmental scan of the space, technology, and services at aspirational libraries, archives, and special collections nationwide, and an assessment of the resources required to create and achieve a strategic vision that will build upon the outstanding qualities of the existing libraries and help shape the best libraries for the SMU community. Initial drafts of the plan will be available for comment in fall 2019.

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

Research librarians across campus taught over 350 sessions for nearly 4,700

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. That sale was completed in June 2019.

Programs in the Simmons School, previously located at the SMU-in-Plano campus, have completed their move to main campus – the Dispute Resolution program moved in July 2018, and the Counseling Program and SMU Center for Family Counseling moved in the summer of 2019.

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 Hall for Research and Innovation. Four indications of prospects for greater Guildhall integration with the main campus include: (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” The app 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. (See Goal One, Objective Five (1.5), and Goal Five, Objective Four (5.4) for further discussion of this collaboration.) (2) The projected development of the Master of Arts in Design and Innovation (MADI) program is an expected setting for greater Guildhall involvement in Meadows and Lyle. (See Goal 2, Objectives Two and Six (2.2, 2.6.1) for a discussion.) (3) 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. (4) SMU Guildhall collaborated with Simmons faculty to create a low-cost VR simulation to train surgeons for cervical cancer treatment, as discussed at Goal Three, Objective One (3.1.2).

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



year's electric bill. SMU-in-Taos leadership also met with Kit Carson Electric in 2019 to explore the feasibility and prospective impact of implementing large-

## **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 August 2016 in response to a Faculty Senate resolution passed in January 2016, charging the Task Force to review the University

research-based instructional design services, supporting a campus culture of teaching excellence, and empowering faculty to improve their pedagogical practices to develop and redefine world-class instruction in a premier research and teaching university with global impact. To that end, CTE supports new faculty in various ways. The Associate Provost for Faculty Affairs provides for support for new faculty through a New Faculty Orientation that is designed to help new faculty members become familiar with the people, places, programs, and policies that support teaching and research at SMU. During these sessions, faculty are introduced to key policies, resources, and information needed to succeed in the classroom. At the beginning of the academic year, CTE hosts the Teaching Effectiveness Symposium, which new faculty attend, that is a half-day program specifically designed for developing faculty teaching practices. The theme for this year's keynote was effective lecturing practices. Finally, CTE established an informal monthly program, Teaching Thursdays, which creates a space for faculty to share teaching tips and experiences with each other and new faculty. The last two points are further discussed at Goal Two, Objective One (2.1.5).

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 2018-19, the Associate Provost for SMU Global and Online (SMU GO), OIT (Office of Information Technology), and CTE, under the guidance of the Provost and the deans, coordinated processes and technology among the centralized systems and the schools. Faculty are producing the courses for the first SMU-powered online master's degree, in cybersecurity in partnership with the Lyle School of Engineering. The Lyle School established an extension of its Master's in Cybersecurity program, in collaboration with SMU GO. This program parallels the on-campus degree, but it is offered online with the delivery format significantly different, targeting national and international students. This program is scheduled to launch in January 2020.

In coordination with nationally recognized external organizations, market research and marketing are ongoing. All proposed master's degrees and certificates undergo market analysis before review by the appropriate councils at SMU.



Teaching Faculty Training,” a six-week course preparing instructors to teach in the Houston-Galveston Program’s hybrid format.

The Global Theological Education program is completing the Virtual Visiting Professor, a pilot project that provides educators located anywhere with programming from around the globe. These resources include short videos, readings, guided discussions, and online discussion groups. Materials from the Perkins School as well as materials from Africa and the Philippines are already available. These materials represent Perkins’s contribution to the Global E-Academy of the United Methodist Church as 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.

For those subject areas in which students benefit from consistent course offerings, this consistency has been deve

2017-18, with more robust course and section offerings, 252 students enrolled, and 224 during 2018-19. These online courses have decreased the number of students petitioning to take language courses at other institutions, mainly online and 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

attributed to CTE's short-term shift in focus towards collaboration with SMU GO and OIT to aid in the development and launch of online programs, courses, and certificates.

**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 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 encompasses the Master of Arts in Design and Innovation (MADI) as a joint program with the Lyle School. The director of MADI holds a joint appointment in the Meadows School and the Lyle School. Incorporating the SMU Guildhall into MADI is under discussion as a future extension of the

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.

In 2018-19, the Lyle School of Engineering, Dedman College, and the Cox School of Business collaborated to develop proposals for two new interdisciplinary undergraduate academic programs: a major in data science, and a minor in data science. Courses have been developed and were offered to SMU undergraduate students in spring 2019, based on these two programs. The Engineering Management, Information, and Systems (EMIS) Department actively participated in the creation of the interdisciplinary minor and major. The department developed a new course, “A Practical Introduction to Data Science” (EMIS/DS 1300), as one of the anchoring core courses of both the minor and the major. It is one of the three core courses along with “Computer Science for Data Science” and “Statistics for Data Science.” “A Practical Introduction to Data Science” has already been offered in spring 2019 with strong enrollment (total of 41 students; 21 data science students and 20 EMIS students). The course, along with a laboratory section, will be offered both semesters in 2019-20.

In fall 2019, the World Languages and Literatures Department in Dedman College and Film and Media Arts in the Meadows School will offer a new interdisciplinary minor that combines foreign languages, cultures, cinemas, and basic film studies to provide students both breadth and depth in foreign cinema studies.

Teaching & Learning faculty in Simmons are exploring two possibilities with the Department of World Languages in



Dedman Law launched the Rowling Center with the hiring of the inaugural director, Eric Hinton. The Center has already hosted a number of programs, including a highly successful certificate program on ethics and compliance in conjunction with the Cox School of Business and the Maguire Center. This certificate is discussed more at Goal Two, Objective Seven (2.7).

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 provost, deans, and faculty in conjunction with overall work on tenure and promotion policies now completed and 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.

In 2018-19, the Academic Affairs Committee of the SMU Board of Trustees

music educators. Eight workshops in various contemporary methodologies, improvisation, instrument repair, and other topics attract more than 300 professional music educators from a national pool.

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, among them an online cyber-security master's degree program beginning in January 2020. Development of online courses and programs, discussed at Goal Two, Objective One (2.1.2), will also address this objective.

In fall 2019, the Department of Psychology began offering a new accelerated pathway in Organizational Psychology for SMU students to earn both a B.A. or B.S. in Psychology and an M.S. in Organizational Psychology within five years. Surpassing the first-year goal of five enrolled students, the program has seven enrolled for fall 2019.

During 2018, the Cox School formed a committee to review, redesign, and develop new curricula for both undergraduate and graduate programs. The new curricula will be based on three core pillars: (1) Leadership; (2) Analytics; and (3) Experiential Learning. The Cox School will be implementing new, revised curricula in both the BBA and MBA programs in fall 2020.

## **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 Office of Engaged Learning programs support campuswide initiatives that enhance learning with experiential opportunities such as research assistantships and research fellowships for undergraduates as well as innovation and entrepreneurship programs for faculty, staff, graduate students, and undergraduate students.

From fall 2016 through summer 2019, approximately 588 undergraduates participated in programs supported by the Office of Engaged Learning. About half of these students repeated their experience through a different program project, resulting in 877 funded projects. The number of projects has increased

**Engaged Learning Programs and Projects Funded for Undergraduates, 2016-19**

<i>Program</i>	<i>2016-19</i>
Undergraduate Research	
Undergraduate Research Assistantship (up to \$1,500)	390
Summer Research Assistantship (up to \$2,200)	205
Summer Research Fellows (up to \$1,000)	15
Engaged Learning Capstone Fellowship	
Engaged Learning Fellowships (\$2,000)	187
Big iDeas	
Pitch Competition Winners (\$1,000 per team)	50
Business Plan Competition Winners (\$5,000 per team)	18
Clinton Global Initiative University	
Commitment Makers (up to \$1,500)	12
Total projects funded	877

The “SMU Incubator,” another program of the Office of Engaged Learning, opened in late spring 2019 in Expressway Towers after an initial start in summer 2018 at the Foundry Club in Mockingbird Station. Fifteen for-profit and nonprofit organizations utilize this space and vary in composition, drawing from among SMU undergraduate and graduate students, faculty, and staff.

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

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. The Hart Center for Engineering Leadership (HCEL) officially kicked off this program in fall 2018

with 13 students working on five of the grand challenges. The HCEL will have its second student cohort with about 20 students in fall 2019.

With the support of the Statistics Department in Dedman College, in summer 2019, three SMU graduate students joined four other interns to participate in a Women in Data Science and Technology Summer Internship through Parkland Center for Clinical Innovation (PCCI), a nonprofit healthcare analytics R&D organization. PCCI held the final presentation of each intern's research work at SMU.

The Master of Arts in Design and Innovation (MADI) program conducted two semester-long real-world studio projects. In fall 2018 students worked with the Trinity Park Conservancy to address how the newly proposed Harold Simmons Park could work as a connector for West Dallas residents. In spring 2019, MADI students worked with CitySquare, a group in charge of the improvement of the Forest Theater in South Dallas, on how the theater could be considered an asset to the local community and the city at large. Both projects resulted in a fully designed case-study document that includes secondary and primary research, field work, data externalization and synthesis, prototyping potential solutions, and design principles and recommendations. MADI students also proposed three different solutions to improving the trash and litter scenario in Deep Ellum to the Deep Ellum Foundation, the nonprofit helping to manage the Deep Ellum neighborhood. The MADI program is also discussed at Goal Two, Objective Two (2.2).

The Hart Center for Engineering Leadership (HCEL) manages the Lyle Summer Undergraduate Research Fellowship program. This program places students in research labs at SMU for 10 weeks. Undergraduate research fellows work closely with faculty and graduate students to gain a better understanding of research and, in the process, better define their career goals. In summer 2019, six students took part and in 2018, nine did so.

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 90 in 2018. The program has been right-sized to 80 for fall 2018 to better balance student numbers in the externship and in law school clinics.



brief shadow experiences over fall break in 2018, similar to visits to four companies during fall break 2017.

Working with the Hegi Family Career Development Center to increase internship opportunities can benefit from and promote closer relationships with SMU alumni. 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 SMU Students. This program facilitates connections between SMU students and alumni through one-day externships. These job shadows take place on one day over winter break, increase student exposure to industry opportunities, and have led to subsequent internship opportunities and even full-time hires. During the 2018-19 winter break, 31 students completed 35 SMU Connection externships in Texas, New York, Connecticut, Massachusetts,





**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-quality research projects.

Majors and minors have traditionally cons



within the Dallas Independent School District by establishing a circular pipeline through which prospective teachers are recruited from Dallas County Community College District, participate in a community-focused training program, attend SMU for degrees in mathematics and education, and then return to teach in high-need schools in Dallas.

**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, formerly OE2C) have been invested in strengthening research infrastructure and administrative support for faculty applying for external funding. With funding from OE savings, the completion rate of contract negotiations was facilitated by the addition of three supporting positions in the Office of Research and Graduate Studies (ORGS). These new positions were filled just prior to the start of the 2018-19 academic year. These new staffers assist faculty in generating proposals, monitoring their progress at the funding agencies, and helping oversee the grant's implementation once received. In 2018-19, the Office of Information Technology (OIT) is in a better position to 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 the 2018-19 academic year, funding from external grants and contracts in support of research totaled \$32 million, up from \$26.6 million in academic year 2017-18 and \$22 million in academic year 2016-17.

Final figures for 2018-19 for “research expenditures,” which include grants and contracts, University-funded research, and University-supported indirect costs, will not be available until December 2019. Such research expenditures totaled \$31.1 million for 2017-18, up from \$29.9 million in 2016-17. This broader category, research expenditures, is reported annually to the NSF's Higher Education Research and Development Survey and is the basis for many

classifications and rankings of universities such as the Carnegie Classifications of Institutions of Higher Education®.

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 (formerly OE2C) 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 Hall for Research and Innovation.

In spring 2019, SMU celebrated the groundbreaking of the Gerald J. Ford Hall for Research and Innovation. Construction began in spring 2019 with a completion date of August 2020. Ford Hall will house, among other units, the Linda and Mitch Hart eCenter, including SMU Guildhall, a top-ranked graduate game design program. Efforts to complete the overall project funding are ongoing.

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

In recent years, SMU has made significant investment, over \$5 million, in instrumentation by upgrading ManeFrame I to ManeFrame II, discussed at Goal One, Objective Five (1.5.2) and Goal Three, Objective Three (3.3). In 2018-19, SMU significantly increased the number of GPUs (graphical processing units) on ManeFrame II, boosting the computational capacity of the system.

SMU continues to make significant commitments to laboratory upgrades and instrumentation. In Heroy Science Hall, an ancient DNA lab was completed at a cost of \$596,485. Significant progress was made renovating existing labs in Heroy Hall, and a project begun in academic year 2016 was completed in 2019, reflecting an investment of \$9,186,354. Additional projects total \$2,159,427 to build labs for endowed chairs and upgrade existing labs throughout the campus.

A \$2 million investment by the Lyle School of Engineering has been approved to create the new Templeton Chair Labs Suite with a 715-square-foot wet lab, a

630-square-foot dry lab, and a 630-square-foot group/student office in a renovated part of the 2710 Fondren Building.

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, retained to reassess the University's facilities and 45.5% facilities and administrative rate (overhead), successfully negotiated during 2018-19 with the federal government to increase the rate to 48%. The rate is important to maintaining the facilities that support research. The increased rate is the result of well documented recent SMU investment in these research facilities.

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).

Contracts with private companies provided a total of \$4.6 million in support of faculty research in academic year 2018-19, including \$2 million from the Toyota Foundation in support of a joint SMU-DISD-Toyota collaboration on K-12 education. The \$4.6 million total was an increase over \$3.7 million in 2017-18, \$3.0 million in 2016-17, and \$700,000 in 2015-16. These figures are for the academic year.

In fiscal year 2019, the DataArts merger announced in August 2018 was completed and the operations were fully integrated into SMU. The fiscal year 2019 SMU DataArts revenue exceeded the original goal of \$4 million. 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).

In November 2018, the Smithsonian's National Museum of Natural History opened what proved to be a very successful exhibition called "Sea Monsters Unearthed." After years of collaboration with Angolan, Portuguese, Dutch, and other American researchers, Louis Jacobs, SMU professor emeritus of paleontology, teamed with more than 100 undergraduate and graduate students to curate this rare fossil collection.

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.

The Cary M. Maguire Center for Ethics and Public Responsibility along with the Perkins School of Theology and the Dedman School of Law have a 33-year partnership with UTSW through the annual Conference of the Professions. In 2019, the Conference brought together 136 lawyers, physicians, clergy and students to examine the issue of immigration their respective professions, and academic disciplines.

The Federal Statistical Research Data Center resulted from a formal partnership by SMU with the Federal Reserve Bank of Dallas (Dallas Fed) and other North Texas universities. This Center opened in 2018. Housed at the Dallas Fed, the Center holds noteworthy advantages for SMU researchers in the Department of 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 Department of Economics 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 SMU-Mexico Research Initiative is an interdisciplinary program across the university with the objective of encouraging and recruiting students from prestigious Mexican institutions to apply to grad school at SMU. The summer research program, which runs under this initiative, consists of students from Mexican institutions spending six weeks doing research alongside SMU faculty mentors. The first iteration of the program consisted of five master students in electrical, mechanical, and robotics engineering from Universidad de Guanajuato and the Center for Research and Advanced Studies (CINVESTAV) Saltillo. The work done by these students during their internship consisted of developing wearable sensors, teleoperation of humanoid robots, developing control systems for a robotic exoskeleton, and analyzing knee biomechanics for rehabilitation.

The Family Research Center's virtual reality laboratory supports simulation software designed for the study and prevention of violence. The Teen





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

<i>Characteristic</i>	<i>ManeFrame I (retired)</i>	<i>ManeFrame II (2017)</i>	<i>ManeFrame II (summer 2019)</i>
Computational ability (teraflops)	104	630	870
Number of nodes	1,104	349	354
Total RAM memory (terabytes)	30	115	120
Intel x86 CPU cores	8,832	11,088	11,276
Intel x86 KNL cores	0	2,560	2,560
CUDA cores (Nvidia)	0	132,608	275,968
Tensor cores (Nvidia)	0	0	17,920
Node interconnect bandwidth (gigabits / second)	20	100	100
Scratch space (petabytes)	1.4	2.8	2.8
Archive capabilities	No	Yes	Yes
Operating system	Scientific Linux 6	CentOS7	CentOS7

*Note:* Computational ability numbers are theoretical, not derived from benchmark. ManeFrame II is eight times faster than ManeFrame I based on theoretical computational capacity, but more importantly, ManeFrame II is capable of solving research questions that could not have been attempted with ManeFrame I.

The power and capabilities of SMU's ManeFrame II greatly increase the ability of SMU researchers to perform computationally intensive research in science, engineering, data science, 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 positio

time for seed funded projects to apply for and secure outside awards), the DRC supported eight individual faculty involved in 10 projects with over \$221 thousand in seed funding for the projects. Outside grants totaled \$3.8 million for a return on investment of over \$17 for each dollar of seed funding.

In fall 2018, Mary and Rich Templeton committed \$5 million to endow a Research Excellence Fund to support the most pressing and important research needs of the Lyle School of Engineering. Funds can be used for a range of research activities, including post-doctoral researchers, doctoral student and graduate student stipends, project funding, and equipment and supplies.

3.4.1 Develop a campuswide 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), informed by 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.

With Operational Excellence (OE, formerly OE2C) savings, University Ph.D. Fellowships were created to help recruit and retain top Ph.D. applicants, providing up to \$10,000 per year for five years on top of departmental fellowships, ensuring that SMU's combined stipend offers match or exceed the market stipend in most fields. Recipients typically receive a total of \$25,000 to \$30,000 per year. In 2018-19, to reserve part of the fellowship budget for the



A director of graduate recruiting was hired in fall 2018 and is charged with improving the quality of matriculates, which should continue to raise the six-year completion rate.

**Six-Year Ph.D. Completion Rates by Matriculation Year, 2007-13**

<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%
2013	104	45	43.3%

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

Comparing the first and last fiscal years in the table below, 2013 and 2019, the number of Ph.D.’s awarded was the same (53) and the number of doctorates awarded rose from 69 to 96, a 39% increase.

The 53 Ph.D.’s awarded in fiscal year 2019 were a decline from 74 in 2018 and 76 in 2017. While a seemingly sizable decline, that decline can be explained by the combination of two circumstances: those greater numbers in prior years reflected the much larger entering graduate cohort in 2009 and a programmatic emphasis over the past four years on shepherding to completion those students who had been enrolled in a Ph.D. program for more than six years. The customary path to graduate student success with the larger cohort meant more Ph.D.’s and steering the backlog of students toward successful Ph.D. completion combined to yield more robust Ph.D. numbers in 2015-18. As graduate student quality continues to rise and completion rates increase, moderate increases in the number of Ph.D.’s can be anticipated.

**Number of Ph.D.'s and Doctorates Awarded, Fiscal Years 2013-19**

<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
20145.35	T1	a8	74	77
20155.35	66	63	86	82
20165.35	60	65	79	85
20175.35	76	72	89	85
2018	74	109	105	
2019	53	43**	96	84**

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

“\*\*\*” Includes fall 2018 and spring 2019 terms but not the August 2019 term.

The fiscal year, shown here, runs June through May and is appropriate for comparisons given the timing of this annual progress report. The academic year, by contrast, runs fall term through 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 campuswide discussions and decisions 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 Goal One, Objectives Five and Seven (1.5 and 1.7.2) and Goal Five, Objective 4 (5.4) for further discussion of this collaboration. Also, 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 (IP).

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

The Office of Research and Graduate Studies (ORGS) retains the consulting services of Tremonti to evaluate commercial potential of University IP, and has added Wellspring Sophia Intellectual Property software to better track disclosures, patent applications, licensees and start-ups. Following addition of a full-time employee in contract management, the role of the director of Contracts and Technology Management was changed to focus primarily on technology management, to enable more frequent meetings with inventors, to provide guidance through the patent process, and to complete entry of SMU data on intellectual property in the iEdison database system as required by federal regulations. The University expanded its patents this year to 48 and has more than 30 pending applications, up from 41 patents and 15 pending applications in academic year 2017-18. Four new licenses of University patents were issued in academic year 2018-19.

3.6.2 Develop metrics to target specific numbers of applications, licensures, start-ups, 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 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 full-time employee for tech transfer support for every 111 faculty at aspirational peer institutions, for every 356 faculty at cohort peer institutions, and for every 247 faculty at Colonial Group institutions. In 2018-19, SMU has one full-time employee focused on tech transfer, supporting approximately 500 faculty, up from 0.5 full-time employee in 2017-18, which has resulted in increased rate of licensing of University intellectual property (see 3.6.5).

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. Following bankruptcy of the Foundry Club, the University established an incubator in academic year 2018-19 for SMU students and faculty in Expressway Tower.

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

Four new licenses of University patents were issued in academic year 2018-19.

**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

SMU, the program will now increasingly focus on building academic skills and ensuring access to campus resources to improve four- and six-year graduation rates for underrepresented students.

**Retention and Graduation Rates for Rotunda Scholars, 2010-18**

<i>Admit year</i>	<i>First-year retention</i>	<i>Four-year graduation rate</i>	<i>Six-year graduation rate</i>
2010-11	96.7%	56%	90%
2011-12	96.0%	55%	83%
2012-13	91.1%	50%	72%
2013-14	97.3%	58%	80%
2014-15	94.4%	59%	—
2015-16	93.0%	56%	—
2016-17	92.2%	—	—
2017-18	96.5%	—	—

*Note:* “—” indicates data not yet available. Overall undergraduate retention and graduation rates are presented at Goal One, Objective Two (1.2.9 and 1.2.10).

Second, SMU opened the Academic Center for Excellence (ACE) in Armstrong Commons during fall 2019. The Academic Center for Excellence is a collaborative initiative between the Division of Student Affairs and Student Academic Success Programs. While all students will be able to use the Center, workshops and programs will focus specifically on providing campus resources and academic skill building for first- and second-year students identified with early warning signs such as low class attendance or a tendency to drop courses that imperil first-year retention and a four-year graduation plans. Offering weekend hours and placing the Center in close proximity to Dedman Center for Lifetime Sports and Arnold Dining will facilitate student access.

Third, a national search is nearing completion in early fall 2019 for a Director for the Office of Student Success and Retention. This office will be tasked with coordinating campuswide retention efforts and evaluating existing programs for their effectiveness; maintaining contact with students who need short-term

leaves of absence; and connecting students with success counselors who will coordinate campus resources to help students stay enrolled or to re-enroll after a period of absence.

Since 2001 the CONNECT Student Success and Mentoring initiative has offered 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 Rates for Students in CONNECT, 2014-19**

<i>Year</i>	<i>First to second semester</i>	<i>First to second year</i>
2014 15	100%	97%
2015 16	98%	90%
2016 17	100%	91%
2017-18	97%	97%
2018-19	96%	—

*Note:* “—” indicates data 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*, in “2019 Best Colleges” (published September 2018), ranked SMU the 31<sup>st</sup> best national university for veterans, down slightly from 29<sup>th</sup> the previous year but up from 32<sup>nd</sup> two years ago.

More veterans and their dependents attend SMU. One hundred military veterans were enrolled in 2018-19 compared to 95 in 2017-18. Institutional assistance under the Yellow Ribbon Program also grew to \$1.1 million in 2018-19 from \$1 million in 2017-18. Enrollment for veterans and dependents at SMU also rose to 202 in fall 2018 and 194 in spring 2019 from lower figures for 2017-18 – 182 in the fall semester and 175 in the spring.

Support for veterans continues to grow stronger. In January 2019, the Milledge A. Hart, III Scholarship Fund for Veterans of the United States Marine Corps was endowed to support Lyle School or Cox School students who are U.S. Marine Corps 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 Honorable 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.

A Veterans Advisory Board, comprising representatives from 11 areas across campus, assesses the needs of veterans as well as how the University can best support all veterans, and develops new initiatives and programs to address these needs. One initiative involved increased follow-up and outreach to veterans who receive early and midterm academic warnings. Student Affairs employs a coordinator for Veterans Support to advise and support veterans. 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 fourth 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. The Bursar’s Office, the Office of Financial Aid, and the University Advising Center each has staff specifically designated as the “Veteran Contact” who targets their outreach to student veterans.

MilVets, a chartered undergraduate student group, is utilizing appropriate, commodious space in the Hughes-Trigg Student Center and receiving support from the Student Senate and several other SMU offices. Funding in support of MilVets was also solicited during the 2019 Mustangs Give Back with over \$5,000 being raised for organizational programming. The Maguire Ethics Center serves as the advisor to the MilVets as well as employs two student veterans and sponsors SMU’s Veterans Day luncheon and celebration.

The special interest seat in the Student Senate for student veterans, established during 2017-18, has served as a bridge of understanding between members of the student body as a whole and our veterans.

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

During the 2018-19 academic year, the Division of Student Affairs continued plans to implement a comprehensive bystander intervention program, Green Dot. Green Dot is a comprehensive, research-based prevention strategy aimed at providing students with skills to become effective bystanders in interpersonal violence situations. The full implementation of Green Dot to the campus community will occur over the next three years. In the 2018-19 academic year,

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

The Hughes-Trigg Student Center User Group worked with a design firm to develop conceptual renderings of proposed renovations. Design was approved in early 2019, and Phase 1 construction in the lower-level food service area and the Varsity is underway, to be completed in August 2019. Phase 2 (remaining scope) begins in January 2020.

HDEV course for transfers geared for greater completion rates with the goal of 25 students completing the course.

Student participation in Academic Advising, Registration, and Orientation (AARO) remains strong. Preliminary participation figures for 2019 indicate 1,536 first years and 256 transfers in attendance. The 2018 AARO sessions were attended by 1,546 first-year students and 245 transfer students compared to 1,393 first-year students and 251 transfer students in 2017; 1,446 first years and 253 transfers in 2016; and 1,379 first years and 157 transfers in 2015.

Preliminary data indicates 1,400 first-years and 76 transfers have registered to participate in the 2019 Stampede (the successor to Mustang Corral). In 2018, 1,236 first years and 33 transfers participated in 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. As did Mustang Corral, Stampede helps first-year and transfer students connect to the University, and participation is highly encouraged.

**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.**

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

Residence Life and Student Housing hosted 923 educational programs, presentations and trainings in 2018-19 with attendance totaling 57,336 students. These include Faculty in Residence (FiR) hosted events, leadership trainings, commons programs, weekly and monthly Residential Commons



The Department of Recreational Sports contributes to building community in a number of ways, perhaps most significantly by having the Dedman Center for Lifetime Sports open 109 hours each week which is 65% of all the hours in a seven-day week. More than 62% of the University's total student body used Dedman Center in the 2018-19 school year – 7,222 unique students visited a total of 244,467 times. So the average student visited the center 34 times. Sport clubs/intramural, fitness programs, and Outdoor Adventures are three recreational sports programs that also offer students the opportunity to be part of communities. The trend reveals a slight decrease in Intramural and the Dedman Climbing Wall. For example in 2018-19, Intramurals had 1,888 unique users play in team sports, while 415 unique students played in one of our 15 registered sport clubs. In 2017-18, 2,072 students participated in Intramurals. The Outdoor Adventure program had 1,398 unique students climb the rock wall during the 2018-19 school year. In 2017-18, data showed 1,480 climbed the rock wall. The Fitness program had 987 unique students participate in a total of 5,364 group fitness classes.

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

Residential leaders held over 640 programs this past year within their respective residential communities. Many of the programs offered opportunities for students to engage with faculty.

Expectations of the Faculty in Residence (FiR) include that they offer a weekly event in which the sole purpose is for students to engage with faculty outside of the classroom. This year there were approximately 213 programs hosted by FiRs offering a chance for students in the community to directly engage and interact with the FiRs. Examples of these programs include baking events in the FiR apartment, guest speakers invited into the community, group outings to see a musical, or visits to an art exhibit in Dallas. (These figures do not include interactions such as students attending FiR office hours in each Commons or informal conversations that result serendipitously from simple proximity.)

In collaboration with the SMU-in-London program, Residence Life and Student Housing sent two Resident Assistants to participate in the program and serve as student leaders. Currently, two FiRs serve as faculty for this study abroad program and actively encourage students within the Commons to study abroad (with their program or another that aligns with their interests).

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

The Student Wellness Champion Program (formerly Peer Health Educators) expanded into a much stronger presence on campus. The number of students serving as wellness advocates increased from nine in 2017-18 to 21 in 2018-19. With training and guidance from the Assistant Director of Health Promotion, they were equipped in their roles to promote wellness, lead activities, share wellness resources, and work to motivate their peers to make healthy lifestyle choices. As a group, they were responsible for generating 34 health and wellness programs on topics such as sleep, healthy relationships, stress management, fitness, and more.

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.

SMU has largely achieved the goal specified in the Strategic Plan for 2025 since 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. Moreover, 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 and recommended resources for leadership development at <https://www.smu.edu/Lyle/Centers/HartCenter/Resources>.

Also, 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 2018-19, 158 undergraduates and 59 graduate students took the HLA and followed up with a debriefing, virtually identical to the 2017-18 numbers (159 and 59, respectively). In 2016-17, with larger classes, the comparable numbers were even higher – 222 undergraduates and 200 graduate students.

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).

Six different programs in Alternative Breaks attracted 75 students who completed about 1,500 hours of service. The annual Civil Rights Pilgrimage, a semester-long course and a trip over spring break, engaged 25 students, two staff, and one community member. The Big Event, a new student-led initiative uniting students, faculty, and staff through meaningful acts of service saw about 400 students serve at 23 nonprofits across Dallas as a result of increased collaboration from student leaders in Program Council, Student Ministries, The HUB, the Association of Black Students, Student Foundation, and fraternity and sorority life. Mustang Heroes hosted 25 community service projects, and garnered an impressively large membership of over 300 students. In the inaugural year of the SMU Board Fellows Program, 12 student leaders each earned a position on a nonprofit board of directors in the Dallas community, attended just over 20 board meetings, began work on 15 projects, and volunteered over 100 hours.

A new program entitled the Inaugural Crain Leadership Launch, a leadership development program for student leaders who hold a distinguished leadership position at SMU, got underway in spring 2019 with over 95 student leaders attending. Also, the Emerging Leaders program had 34 first-year students complete the program. Seven Caswell Leadership Fellows completed six Impact Projects that not only refined each Fellow's leadership skills but also positively influenced the campus and Dallas community.

SMU Service House (SMUSH) is a cooperative living experience for 28 residents. SMUSH is a collaboration between RLSH and the Office of Social Change and Intercultural Engagement. Residents must apply, engage with the house community via weekly dinners and house meetings, meet service expectations within the Dallas community, and engage in reflection programs. SMUSH residents planned and executed five service trips within the Dallas community during 2018-19 at Children's Hunger Fund, North Texas Food Bank, and a senior living center with five to 10 SMUSH residents participating in each service experience.

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





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

In August 2018, fraternity and sorority life launched the inaugural Greek Summit. All chapter and council presidents and advisors were invited to dialogue about the SMU community and ways in which it can be strengthened. SMU President Dr. R. Gerald Turner

**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.**

In spring 2019, Dedman College offered “Getting There from Here: Planning for Life After College,” a course taught by Dean Thomas DiPiero. The Dean introduced liberal arts students to a variety of careers they may have after college and provided shadowing opportunities. Guest speakers included several alumni from Dedman College, President George W. Bush, and others.

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.

Each career center at SMU (Cox School, Lyle School, SMU Guildhall, and Hegi Family Career Development Center) implemented Handshake in summer 2017, a system to track relations with employers for career planning and vocational exploration across campus. Handshake provides systematic data on internship Crs. e72ter and.

Career Fair had 75 employers and 566 attendees, matching employer participation and increasing attendees from 520 in spring 2018.

Beyond career fair attendance, 1,022 students participated in career development events.

The Hegi Family Career Development Center career counselors scheduled 1,064 appointment sessions – of the students, 67.8% were in Dedman College, 12.3% in the Meadows School, and 19.9% in other schools. In addition, career center team members presented to over 55 academic classes and organizations.

The joint effort between the Hegi Family Career Development Center and the Office of Alumni Relations concerning externships has been previously discussed at Goal Two, Objective 6 (2.6.2).

#### 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 2018-19, at the time of graduation, 68% were employed or pursuing graduate studies, down from 74% in 2017-18 and 72% in 2016-17, but matching the percentage for 2015-16. Of the graduate (non-law, non-business) degree recipients in 2018-19, 66% were employed or pursuing further graduate studies, the same figure as in 2017-18, but down from 69% the prior two years.

Of the Cox BBA graduates in 2018 seeking employment, 92% accepted a job offer within 3 months of graduation, slightly above the 90% rate for 2017 BBA graduates.

The latest data for Dedman Law graduates pertain to the Class of 2018 and reveal that 92.5% were employed (up from 92.4% in 2017 and 88.5% in 2016). Of the employed law school graduates in the Class of 2018, data show 69% were employed in a law firm, 18% in business or other industry, 9% in government, including judicial clerks, and 4% in public interest or education.



Figures for the prior year were 68% (law firm), 16% (business or other industry), 11% (government and judicial clerks), and 5% (public interest and education).

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

In 2018-19, the Faith and Learning Scholars program continued with their expanded program model including a more advanced level for students looking to continue in the program. Seven students worked in a pilot project for a “Level 2.” The Faith and Learning Scholars program challenged 20 students in 2018-19 (intentionally down 9 students to encourage more hands-on guidance) 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 30 contact hours per student in 2018-19 (up from 14.5 in 2017-18).

SMU Abroad operated internship programs across the world in summer 2019, continuing the successful internship programs for Cox undergraduates in London (with 36 students) and Dublin (19), and opening full-time internship programs in Barcelona (12), Hong Kong (8), and Sydney (8). During summer 2019, nine undergraduates also participated in the London Communications Internship Program, and 12 held an internship in Spanish in Seville. Seven undergraduates from diverse majors also participated in internships abroad during term-time, an increase of 75%; two held internships in France, three in Spain, and one each in Italy and Australia. Research opportunities abroad for undergraduate research are also expanding through the STEM Summer Research program in Aberdeen, Glasgow, and Dublin; and options for musicians to train and perform internationally are expanding through summer programs in Siena, Italy, Bali, and Port Elizabeth, South Africa. All of these internship, research, and performance experiences enhance an undergraduate’s prospects for graduate school and career.

The Cox School requires internships for marketing majors, and internships are a de facto requirement for most other Cox majors. Of the Cox BBA graduates in 2018, 93% completed an internship, with 72% pursuing immediate employment and 37% continuing their education. In the 2018 calendar year, 1,323 employers posted 3,024 internship opportunities targeting Cox School undergraduate

business majors. This is a 188% increase in the number of internships and a 147% rise in the number of employers posting compared to calendar year 2017.

At the graduate level, each full-time MBA Class of 2019 student – excepting only the 7% who were sponsored in the program by an existing employer – had an internship in the summer before the second year in the program. In 2018, 1,314 employers posted 3,009 internship opportunities for Cox School MBAs – doubling and almost tripling their job-board engage

4.6.2 Win the most conference championships among member institutions.

In 2018-19, two SMU teams won conference championships and nine teams reached the postseason. Since 2013-14, SMU has won 18 American Athletic Conference Championships, and ranks fifth among all AAC schools in titles won.

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

In the 2018-19 rankings for the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup, SMU finished 160th. 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 also4( Tf1.boTJcent )appearin t4.654 Tw(67inished 160th. Th)]Je adimprou

and 6,907 for average home attendance. By 2020 for football, realize 12,500 season ticket sales and 25,000 average home attendance (up from 9,158 and 20,992, respectively, in 2015-16), and for women's basketball 250 and 1,250 (up from 117 and 897, respectively, in 2015-16). By 2025 for football, reach 15,000 season tickets and 30,000 average home attendance, and for women's basketball, 500 and 2,000, respectively.

Gerald J. Ford Stadium's 2018 average attendance was flat compared to 2017 average attendance, at 19,383 and 19,944, respectively. Season ticket sales saw a modest increase to 8,835.

For the sixth straight season, SMU men's basketball exceeded 100,000 in home attendance, while season tickets sold were 4,509.

Women's basketball season ticket sales increased to 366 from 86 and average attendance was 776.

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

Funding for the SMU Indoor Performance Center is nearing completion. Plans are to formally dedicate the new facility September 6, 2019. Receiving commitments to complete the funding of the Tennis Complex, Aquatics Center, and Golf Complex remain priorities.

A new design for the SMU Soccer and Track facility has been received and design development is underway in hopes of securing a new donor commitment.

**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. Cultural Intelligence at SMU (CIQ@SMU) is being led by Professor Maria Dixon Hall, who serves as the President's senior advisor for Cultural Intelligence.



classroom discussions, understanding plagiarism, and SMU's honor code.

During spring 2019, the course Human Rights 1101: Foundations of Community, Diversity, and Inclusion enrolled 59 students in three sections. This course had been piloted during spring 2017 with 93 students and expanded to 134 students in 2018. The HRTS 1101 curriculum was designed to build on the diversity education students receive through Stampede (the successor to 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. Total enrollment for the 2018-19 academic year was 50. The infant rooms have always been at capacity (16) with a lengthy waiting list. At the beginning of fall 2019, enrollment will increase to 61 and the three-year plan to grow into full capacity is on track.

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

SMU continues to offer additional services for child care and elder care. Resources were added to the current Magellan Health Employee Assistance Program (EAP) benefits available to all SMU employees. In addition to the EAP website resource provider for child care and elder care, resources to address Work-Life needs across the life cycle – from adoption to elder care, and from child care to special needs – were added. These resources are monitored for use as Human Resources continues to survey and 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 2018-19, affiliation agreements for undergraduate study abroad were signed with Semester at Sea (Institute of Shipboard Education); Institute for American Universities (Aix-en-Provence, Barcelona, Madrid, and Rabat) and Advanced Studies in England (Bath), all of which offer study, internship, and research to undergraduates as well as opportunities for SMU faculty to conduct research or teach abroad.

Additional agreements for undergraduate academic and research collaborations were drafted in 2018-19 and are under further discussion with the American University of Paris and the Psychology and Research Program based in Madrid, Spain hosted by the Fundacion Ortega y Gasset and the University of Minnesota.

In 2018-19, two new agreements for international collaboration were established by the Lyle School for research and educational collaborations with Chang'an University in China and National Central University in Taiwan. Two more are pending approval with Southern University of Science and Technology in China and Feng Chia University in China.



While the Lyle School added two international agreements with two more pending, several former consortial arrangements for Lyle programs in South Korea have been sunset. Those includ

**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.

Registrar's counts that focus almost exclusively on study abroad for academic course credit. For example, during 2017-18, 579 undergraduates studied abroad for academic credit, but about another 106 undergraduates traveled abroad on an

In summer 2019, SMU Abroad awarded about \$110,000 in need-based scholarships to 53 students, with awards ranging from \$500 to \$4,000. In summer 2018, SMU Abroad awarded about \$126,000 in need-based scholarships to 37 students, and in summer 2017, almost \$125,000 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, Richter Grants, the Meadows School, McGuire Ethics Center, Corporate Communications Division, Engaged Learning, the History Department, French in the World Languages department, the Chen Scholarships for East Asian studies, the Orix Foundation scholarships for study in Japan, and other SMU funding sources. A half dozen such sources provided, in addition to the SMU Abroad office and Financial Aid, over \$342,000 in support of undergraduate study abroad in summer 2019, over \$329,000 in summer 2018, and almost \$306,000 in summer 2017. The SMU Abroad office coordinated with Financial Aid as well as with programs and schools offering funding for more efficient allocation of limited study abroad funds and to avoid over-awarding any individual student or overlooking others.

It is worth noting that SMU has prepared students well for the Gilman Scholarship competition. The Gilman Scholarship Program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs is an undergraduate program for U.S. citizens of limited financial means to enable them to study abroad, thereby internationalizing their outlook and better preparing them to thrive in the global economy. As noted at Goal One, Objective Two (1.2.2), five SMU undergraduates were awarded Gilman Scholarships to study abroad in 2018-19 and four in 2017-18.

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

In 2018-19, SMU Abroad developed several new summer programs for undergraduates: faculty-led programs in Florence, Italy and Havana, Cuba, and affiliated programs at the London School of Economics, the Accademia Chigiana Musicale in Siena, Italy, and three new internship sites for Cox students (Hong Kong, Sydney, and Barcelona). In addition, the Study Abroad office supported two spring break class trips: the first to Berlin by University

Honors Program students and faculty and the second to Israel by Medieval Studies students and faculty. The Human Rights program also offered spring break trips to Poland in December with 17 students and to Latvia and Lithuania in March with 6 students. Student-athlete leaders and staff engaged in a service trip (“Courts for Kids”) to Costa Rica in May 2019.

The Cox School prepares its graduate students for global challenges by offering several courses during regular semesters, spring break, and winter break. New programs included “Economic Outlook on Latin America” and “Global Exploration in Entrepreneurship.” During the 2018-19 year, destinations for the immersive experience included Beiji

components. The summer 2019 program in Bosnia and Croatia focused on the cultural and religious conflicts that led to the Bosnian War; the summer 2018 program in Italy focused on the cultural influences of religion. The Counseling program's trip to Australia was offered during SMU's 2019 March Spring Break.

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

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 2017-18 and 2018-19**

	2017-18			2018-19		
	Total Trips	Travel Days	Unique Travelers	Total Trips	Travel Days	Unique Travelers
Faculty	446	6,592	252	313	7,194	207
Staff	196	2,488	123	153	2,025	89
Graduate Students	198	5,693	202	63	2,289	57
Total	840	14,773	577	529	11,508	353

*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. No undergraduate data is included in these numbers.

**Travel Abroad by SMU Faculty, Staff, and Graduate Students, by Region, 2017-19 Combined**

<i>Region</i>	<i>Faculty</i>	<i>Staff</i>	<i>Graduate students</i>	<i>Total</i>
Europe	51.2%	41.7%	52.0%	48.95%
Asia	18.2%	14.4%	6.3%	14.94%
Central America	4.3%	9.5%	3.3%	5.44%
South America	4.2%	5.2%	12.3%	6.02%
North America	10.8%	16.7%	7.4%	11.60%
Caribbean	2.9%	8.6%	1.9%	4.13%
Middle East	2.8%	1.7%	5.9%	3.12%
Africa	4.1%	1.4%	4.1%	3.41%
Oceania	1.6%	0.9%	6.7%	2.39%

**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 financial aid, to international students. For the fall 2019 entering first-year students, 279 or 77% of the admitted international students



Texas Annual Conference, eight Cuban pastors were admitted for the spring 2019 cohort to the Houston-Galveston Extension hybrid program.

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: Zhong Lu, Neil Foley, and Robert Howell. (1) Lu, Shuler-Foscue Endowed Chair in Earth Sciences, has taught in China a graduate-level course on radar interferometry at China University of Geosciences (Beijing) in 2016 and 2017 as well as Chang'an University (Xi'an) in 2018; delivered lectures in 2018-19 at several universities in Korea and China including Peking University and the Chinese Academy of Sciences; attended a bi-lateral collaboration between NASA and the Indian Space Research Organization on building a joint satellite radar mission scheduled to launch in early 2022; and hosted visiting undergraduate and graduate students from three universities: Wuhan, Chang'an, and Science and Technology of China. (2) In July 2017, Foley, the Robert H. and Nanc

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 Undergraduate Admission office 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. IB organizational changes prevented this from happening in 2019, but in 2020 SMU intends 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), coordinating a reception for international high school counselors at the CIS Global Forum in Europe each 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 continues to serve on 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. Fall-only numbers for 2019 cannot be strictly compared with full year cycles for 2016 to 2018, but the fall 2019 numbers through August 2019 indicate international applications have again declined from 2018 for undergraduates. International graduate applications have declined for each school excluding the Simmons School and the Perkins School, which have small international enrollment numbers. Also, international applications have risen for the Guildhall. Overall, through August 15, 2019, 3,983 international students have applied to SMU for 2019, contrasted with 5,227 for 2018, 5,680 for 2017, and 5,682 for 2016.

**International Applications to SMU, 2016-19**

<i>International Applications</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>
Undergraduate	1,927	2,014	1,681	1,427
Graduate / Professional				
Cox	1,065	1,150	1,164	1,004
Dedman College	622	449	442	386
Dedman Law	168	168	155	128
Guildhall	44	43	75	108
Lyle	1,761	1,724	1,574	797
Meadows	83	73	83	69
Perkins	12	17	16	17
Simmons	—	42	37	47
Total Graduate	3,755	3,666	3,546	2,556
Overall Total	5,682	5,680	5,227	3,983

*Note:* 2016, 2017 and 2018 data are through the end of the admission cycle; 2019 data are as of August 15, 2019 for fall entry only. “—” indicates data not available.

Though there was a decline in international undergraduate applications and enrollment in applications for fall 2018, applicants for fall 2019 saw growth in the students who enrolled. For SMU (and universities nationwide) there is still the challenge of fewer Chinese students applying and enrolling as other options around the world become more attractive and immigration restrictions discourage some international students from applying. This year SMU continued to partner with peer and aspirant schools with group recruitment and enlisted a Chinese student to assist us with Chinese social media outreach. For fall 2019 we have seen more success with enrollment from Latin America (12 students this year versus nine prior), Southeast Asia (five students this year over one prior) and Europe (11 students this year versus four prior). We are investigating a partnership for the next admissions cycle with Duolingo – this platform offers

an English Proficiency exam that increases access for students world-wide with more reasonable cost and provides greater ability to take the exam.

As international student enrollment continues to decline across the U.S., the Lyle School is working to implement a Distance Education option for admitted graduate international students who may experience challenges obtaining a visa to enter the U.S. for study.

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 when 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. In 2017-18, international undergraduate students made up 8.6% of undergraduates, up from 8.2% in 2015, both above the 7% minimum. However, in fall 2018 the total international student enrollment at SMU was 13.7% and international undergraduates made up 8.0% of undergraduates. This downturn resulted from stiffer competition for international students attributable to greater educational opportunities throughout the world and the uncertainties surrounding U.S. visas for international students. This downturn underscores the need to work to offset the unfavorable overall climate surrounding the recruiting of international students.

One small, brighter note: more international students are enrolled at Perkins because of changes in the allocation of financial aid and the implementation of the Th.M. degree in Spanish in 2018-19. In fall 2018, Perkins had 21 international students including six new students, compared to 15 in fall 2017. The Th.M. degree in Spanish, developed from the work of the Center for the Study of Latino/a Christianity and Religions in Perkins, means the Perkins school offers the only Spanish-language Th.M. degree approved by the Association of Theological Schools. Perkins is actively recruiting a second cohort of students for 2019-20.

5.3.6 Enhance orientation and other support services for international students.

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 student graduate orientation program to support incoming international graduate students. Over 250 incoming graduate students participated in 2017. In 2018, Dedman College and the Lyle School hosted their own international graduate student orientations and in 2019 held a joint orientation, mandatory for international graduate students in those two schools but open to all graduate students.

ISSS held an International Conference Day in August 2018 to address topics and concerns of incoming international graduate students not covered in the school-specific orientations. For 2019, this International Conference is scheduled for the first week of classes to increase the participation of new students and to encourage continuing students to get updates on immigration law changes.

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 (2,210) decreased slightly (0.9%) in 2018-19 from 2,230 in 2017-18. This 2017-18 peak had reflected strong increases of 9.2% from 2,042 in 2016-17 and 10.5% from 1,848 in 2015-16. The number of students on an F visa includes undergraduate and graduate students

process. ISSS intends to expand this course and include returning students once per year.

Also, by converting in-person workshops for OPT and its STEM extension to online tutorials, 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. ISSS processed over 600 OPT work authorization recommendations in each of the past two years. To serve OPT students and further streamline resources, ISSS also created a CANVAS course to enable ISSS immigration advisors to inform applicants about OPT compliance requirements in a more efficient and user-friendly way.

Along these same lines in recent years, creation of a paperless, internal online process to approve on-campus work authorization requests for international students helped focus staff resources, better enabling ISSS to process these requests for students, advisers, and staff.

Reliance on technology to help ISSS serve international students and exchange visitors in spite of the strong desire to meet face-to-face with an advisor has shown results: there were 8,427 in-person visits to the ISSS office in 2017-18 and that number was reduced to 6,945 in 2018-19.

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 investigated all health insurance options, including the possibility of extending coverage to international graduate students who teach or serve as research assistants. This step fulfilled the objective of assessing th

**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, Objectives Five and Seven (1.5 and 1.7.2) for further discussion of this collaboration.

The SMU Mission Foods Texas-Mexico Center, an action-oriented, research policy center looking to understand and explore the dynamic political, cultural,

## **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. Over the past five fiscal years, 2015-19, \$15 million in annual spending and \$13 million in one-time spending has been funded from the OE savings.

#### **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 posit

### 6.3.2 Complete funding for existing capital projects.

Efforts to complete funding for the Gerald J. Ford Hall for Research and Innovation and Owen Arts Center renovation in the Meadows School are ongoing. Funding for Athletics capital projects has been discussed in Goal Four, Objective Six (4.6.7).

### 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. In fiscal year 2019, Pony Power again exceeded its annual goal, raising \$52.6 million.

SMU Giving Day, formerly “Mustangs Give Back” continues to grow in contributions and participation. In 24 hours on March 5, 2019, 3,251 donors raised \$1.39 million for the University – compared to fiscal year 2018, this was a 75% increase in donors and an 87% increase in dollars. In fiscal year 2018, 2,253 donors gave more than \$747,000; in 2017, 3,001 donors gave almost \$500,000; in 2016, 1,375 donors supported 30 projects from across campus, raising over \$186,000.

### 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 2019 resulted in 118 commitments of \$100,000 or more in support of all areas of the University, including scholarships, faculty support, facilities, and programs.

In fiscal year 2019 DEA reorganized to create an Office of Principal and Major Gifts and an Office of School and Project Development. New assistant vice presidents were appointed to build expanded programs in these areas.

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.

Gift Planning continues to offer significant support for the University's overall fundraising goals. In fiscal year 2019, those expectancies for which estimates were provided totaled \$6,485,152. Planned gifts that matured and were paid during the fiscal year totaled \$4,201,083. Comparable figures for fiscal year 2018 were \$4.4 million and \$4.2 million, respectively. During fiscal year 2019, 16 new donors were included in Dallas Hall Society, which recognizes those who have included SMU in their deferred giving plans.

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.

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. By the end of fiscal year 2018 the total number of substantially endowed scholarships at SMU had reached 3,410. During fiscal year 2019, 52 newly endowed scholarships and fellowships were added, raising the total to 3,462.

Support for scholarships (outright gifts and pledge payments) during fiscal year 2019 totaled over \$17 million, equally divided between gifts to endowed scholarships and gifts to

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

Overall in fiscal year 2019, 1,463 alumni volunteered to participate as fundraisers, admission volunteers, or career volunteers, committee members, and alumni chapter leaders. This compares with 1,443 alumni volunteers in fiscal year 2018 and 1,164 in fiscal year 2017.

To increase annually the number of volunteers involved in fundraising initiatives, DEA launched new crowdfunding and peer solicitation platforms and are seeing success in these volunteer efforts, particularly with reunion-year alumni. Last fall, 171 reunion-year alumni contacted 1,368 classmates even before the tool's implementation in mid-October. In March, 1,000 alumni, parents and students facilitated Giving Day solicitations, resulting in the most successful giving day to date.

**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 "2019 Best Colleges" by *U.S. News & World Report*, among 312 institutions classified as national universities, SMU ranked 59<sup>th</sup>, up from 61<sup>st</sup> a year ago. In Texas, only Rice and the University of Texas-Austin ranked higher. Among private national universities, SMU ranked 40<sup>th</sup>, matching a year ago.

*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 2018 *Condé Nast Traveler* named SMU among "The 50 Most Beautiful College Campuses in America."

The *Princeton Review*<sup>TM</sup> in its 2019 annual report named SMU Guildhall as number 2 in the world for its graduate program in game design, second only to

Dedman Law ranked 52<sup>nd</sup> according to *U.S. News & World Report's* "2020 Best Law Schools" (ranked in 2019), down slightly from 50<sup>th</sup> and 46<sup>th</sup> in the two previous years.

In December 2018, *Poets & Quants for Undergrads* again ranked SMU Cox 19<sup>th</sup> among the nation's top 88 BBA programs, based on admissions standards, academic experience, and employment placement.

The Cox School of Business ranked 43<sup>rd</sup> according to *U.S. News & World Report's* "2020 Best Business Schools" (ranked in March 2019), up from 48<sup>th</sup> in the previous year's rankings.

In November 2018 *Bloomberg Businessweek* ranked Cox's full-time MBA program 41<sup>st</sup> in the United States and 48<sup>th</sup> in the world.

In fall 2018 the *Economist* ranked SMU Cox's full-time MBA program 14<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 20<sup>th</sup> in the world for "alumni effectiveness."

In spring 2019, *U.S. News & World Report* ranked SMU Cox EMBA 23<sup>rd</sup> in the nation, and the only EMBA program in Texas ranked in the top 25.

In its fall 2017 biennial assessment, *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," first among Texas-based business school and 7<sup>th</sup> among U.S.-based business schools.

*The Economist* ranked SMU Cox EMBA 25<sup>th</sup> in the U.S. and 40<sup>th</sup> in the world in summer 2018.

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

Throughout fiscal year 2019, 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.

Building on the spherical brand promise developed in fiscal year 2018 by SMU's president, vice presidents and deans, Development and External Affairs developed content pillars, voice and tone guidelines, and a visual vocabulary

that all bring the SMU brand to life. Marketing and communications colleagues across the University provided valuable feedback throughout the development of these tools. And online testing of key messages and visual vocabulary options with alumni and prospective students validated the directions chosen.

Throughout the year, hundreds of SMU staff and faculty members participated in training sessions on the new brand tools. Development and External Affairs is updating the online brand guidelines to include the new materials.

*Perkins Perspective Online* began with the October 2018 issue. This e-magazine is a significant new vehicle for regular communication with an audience of over 3,800 and growing. Preliminary indications of the audience's engagement are gratifying: the average open rate is 30% and the average click rate is 10%, compared to respective 17% and 2% averages within the education and training industry.

#### 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, each year following the September Board of Trustees meeting, the annual progress report has been shared with Executive Boards for each of the schools, SMU-in-Taos, the Tower Center, and others.

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

In line with the five-year marketing plan, Development and External Affairs created a dashboard of key metrics that reflect the impact of all its efforts to increase the number of higher education leaders who recognize SMU as a premier university, the number of alumni and North Texans who perceive SMU as a smart investment, and the number of prospective students who make SMU their top choice. The numbers from fiscal year 2019 provide a baseline for goal setting and for comparing performance in future years:

Higher education leaders:

4.5 million impressions

630,000 engagements (demonstrated interactions with content)

78,000 conversions (clicks to SMU website and video completions)

Alumni and North Texans:

26.7 million impressions

1.4 million engagements

39,000 conversions (clicks, video views and online donations)

Prospective students:

119.3 million impression

2.9 million engagements

179,000 conversions (clicks, video views and requests for more information)

Across all audiences:

197,000 mentions in traditional media (a 3% increase over fiscal year 2018, and a sixth consecutive record year)

634,000 mentions in social media

SMU grew its total social media followers on its Facebook, LinkedIn, Twitter and Instagram accounts from 214,000 in 2017-18 to 231,900 in 2018-19, an 8% increase.

**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 \$1.61 billion as of May 31, 2019. In the 2018-19 fiscal year, the endowment pool generated a return of 0.5%, slightly lagging SMU's policy benchmark return of 0.6%. Over the past three fiscal years, ending May 31, 2019, the endowment pool generated a return of 7.3% versus a policy benchmark return of 7.0%.

The endowment pool's most recent one-year performance was hampered by poor performing equity and credit markets, reflecting risks of trade disputes and a slowing global economy. Private equity, diversifying strategies and fixed income sub-portfolios added to performance for the year while listed equities detracted from performance.

6.5.2 Ensure a total return ranked in the top 50% cohort



conference in the world held at the Dallas Fair Grounds to educate the Dallas community on sustainability.

6.6.2 Continue to seek appropriate Leadership in Energy and Environmental Design (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 campuses – 16 on main campus and eight at SMU-in-Taos. It is anticipated that the Indoor Performance Center will receive LEED Silver certification in fall 2019. Gerald J. Ford Hall for Research and Innovation is also expected to receive LEED Silver certification in fall 2020.

## 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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Southern Methodist University (SMU) will not discriminate in any employment practice, education program, education activity, or admissions on the basis of race, color, religion, national origin, sex, age, disability, genetic information, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender identity and expression. The Executive Director for Access and Equity/Title IX<sup>1</sup> Coordinator is designated to handle inquiries regarding the nondiscrimination policies, including the prohibition of sex discrimination under Title IX. The Executive Director/Title IX Coordinator may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, [accessequity@smu.edu](mailto:accessequity@smu.edu). Inquiries regarding the application of Title IX may also be directed to the Assistant Secretary for Civil Rights of the U.S. Department of Education.

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

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