LAUNCHING
SMU'S SECOND CENTURY

Shaping Leaders for a Changing World

2016–2025

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PROGRESS REPORT

2020–2021

SMU®

INTRODUCTION

This is the fifth annual progress report on the SMU Strategic plan titled *Launching SMU's Second Century: Shaping Leaders for a Changing World 2016–2025.* This report focuses primarily on the progress made from June 2020 through May 2021 toward Strategic plan goals and objectives set forth in the updated version of the SMU Strategic plan presented to the Board of Trustees at the May 2020 meeting.

The COVID-19 pandemic arose in spring 2020, greatly affecting the world of higher education, SMU included. The spring semester in 2020 and the 2020–21 academic year were shaped by the pandemic. Even so, commendable progress was made on many of SMU's strategic objectives as this annual report documents.

In line with SMU's mission statement, SMU's Strategic plan sets forth goals and objectives and the means by which to measure progress toward each. These are invaluable in a success-oriented institution, setting priorities and providing focus.

For ease of reference, goals, objectives, and bulleted points are numbered such that, for example, 3.2.2 refers to Goal Three, Objective Two, second bulleted point. Time spans are typically fiscal year or academic year. The SMU fiscal year starts June 1 and ends the following May 31. The academic year begins with the fall term and goes through the August summer term.

This *Progress Report 2020–2021* is being presented to the Board of Trustees at its September 17, 2021 meeting and then will be distributed to the broader University community. This annual update is intended not only to underscore our aspirations, but also to help ensure that incremental progress will be made throughout the years. The goals are ambitious, but the progress toward achieving them will reinforce to the entire SMU community the remarkable opportunities that exist for the University.

MISSION STATEMENT

Southern Methodist University will create, expand, and impart knowledge through teaching, research, and service, shaping world changers who contribute to their communities and excel in their professions in a global society. Among its faculty, students, and staff, the University will cultivate principled thought, develop intellectual skills, and promote an environment emphasizing individual dignity and worth. SMU affirms its historical commitment to academic freedom and open inquiry, to moral and ethical values, and to its United Methodist heritage.

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

Objective 1.1 Strengthen the University's ability to recruit, promote, and retain a distinguished, gifted, and diverse faculty.

> Dedman College Assistant Professor Minh-Binh Tran in the Department of Mathematics received an NSF CAREER award in 2021. The grant is the National Science Foundation's most prestigious in support of early-career faculty who "have potential to serve as academic role models in research and education and to lead advances in the mission of their department or organization." Tran's NSF project will focus on wave turbulence, involving underrepresented and disabled K–12, undergraduate, and graduate students who will participate in research through youth conferences, summer school, relevant graduate courses and SMU research programs.

> Lyle Professor Richard Duschl, executive director of the Caruth Institute for Engineering Education and Texas Instruments Distinguished Chair, was elected a member of the National Academy of Education in 2021, an honorific society elected on the basis of outstanding scholarship related to education.

> Simmons Professor Stephanie Al Otaiba was elected as one of 12 fellows by the American Educational Research Association in 2020 for "exceptional contributions to, and excellence in, education research."

> Simmons Assistant Professor Dominique Baker, recognized as a junior scholar with an exemplary early career trajectory whose research substantially

contributes to the field of education finance and policy, received the 2021 Early Career Award from the Association of Education Finance and Policy.

- 1.1.1 Increase the number of substantially funded endowed chairs and academic positions to 160 by 2025.

  The current number of substantially endowed chairs and academic positions is 122, constituting 25.1% of SMU's 486 tenured and tenure-track faculty. An additional 38 endowed positions would reach the 160 goal.

- 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.

  With the increased focus on the goal of SMU becoming an "R1 status" university (see 3.2.1), the provost is committed to funding and supporting research activities at the university. The provost continued to fund all previous faculty start-up agreements last year. In total, approximately $895,000 was distributed to the schools for start-up funding for 2021–22. Going forward, startup funding will be part of discretionary funding to the deans, reflecting performance-based budgeting formulas that reward academic units for school performance on metrics that align with strategic priorities. Overall, the provost awarded the schools a total of $4 million from the provost's discretionary fund, with the intent of increasing that amount each year. Consequently, next year this metric, 1.1.2, will be revised along the following lines: To increase externally funded research in support of achieving R1 status, encourage schools to recruit exceptional faculty researchers with start-up funding based on strategic planning informed by continuing assessment of return on previous investments.

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

  In 2020–21, to strengthen SMU's faculty, the provost's office and the deans developed a systematic and data-informed plan for launching up to three cluster hires for 9 to 12 top research faculty members in key areas such as data science, high-performance computing, and innovations in STEM education.

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

Progress was made toward more uniform promotion and tenure procedures. First, the provost required all departments to establish clear, discipline-specific metrics in their workload documents detailing what constitutes low, adequate, and outstanding annual research productivity and scholarly/creative contributions. Second, the provost's office hosted discussions with deans, the Provost Advisory Committee on Promotion and Tenure, and select faculty on which aspects of the policies and practices should be revised, and which needed more standardization across the university. During the 2021–22 academic year, the provost's office will continue collaboration with the deans and others to make the necessary policy changes in order to have the revised policies posted in fall 2022.

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

  Review of SMU's cohort and aspirational peers is always ongoing, but the most recent revision was completed and presented to the Board of Trustees in September 2018. The current list of SMU's aspirational and cohort peers can be found at SMU.edu/Peers.

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

  Integrated Postsecondary Education Data System (IPEDS) data, the most recent available for fall 2019, allows comparisons of minority faculty percentages at SMU and peer universities, with faculty defined as full-time instructional faculty. Data for fall 2020 will become available in December 2021. While SMU's minority faculty composition has hovered around 19% between 2015 and 2019, peer averages have edged up from less than 19% to almost 22%. Even so, in 2019, SMU ranks near the middle of both sets of 12 peers, surpassing five of the aspirational peers and four of the cohort peers. In 2019, the percentages for minority faculty composition of SMU and peers in 2019 are: Asians, 8.6 (SMU), 12.3 (aspirational), and 10.1 (cohort); Blacks or African Americans, 4.1 (SMU), 3.8 (aspirational), and 4.6 (cohort); Hispanics 5.6 (SMU), 4.2 (aspirational), and 5.9 (cohort); and two or more races 0.9 (SMU), 1.2 (aspirational), and 0.8 (cohort).

Minority Faculty among the Full-time Instructional Faculty at SMU, Compared to Peer Averages, 2015–19 (%)

	2015	2016	2017	2018	2019
SMU	19.3%	19.4%	18.5%	19.0%	19.2%
Aspirational peers	18.7%	22.9%	20.7%	20.9%	21.8%
Cohort peers	18.9%	16.4%	20.9%	21.4%	21.9%

IPEDS data also allows comparisons of women faculty percentages at SMU and at SMU's peers, with faculty defined as full-time instructional faculty. As the following table shows, from 2015 to 2019, SMU's percentage of women faculty rose from 39.3% to 40.2%. While SMU and aspirational peer averages of women faculty trailed the cohort peer average, SMU's percentage resembled, excepting the most recent year, the average percentage of women faculty at our aspirational peers.

Women Faculty among the Full-time Instructional Faculty at SMU, Compared to Peer Averages, 2015–19 (%)

	2015	2016	2017	2018	2019
SMU	39.3%	39.4%	40.0%	41.2%	40.2%
Aspirational peers	39.2%	39.4%	40.6%	41.1%	41.5%
Cohort peers	41.4%	41.0%	41.8%	42.7%	43.5%

In fall 2015, 18.3% of SMU full professors were women. This increased to 21.1% in fall 2019 and 22.2% in fall 2020. In the pipeline from assistant to associate to full professor, the percentage of female faculty at the associate level has ranged from 39.0% (2015) to 34.6% (2020). Among assistant professors, the percentage rose from 46.3% (2015) to 55.9% (2019), then ebbed slightly to 54.5% (2020).

In 2020–21, 19 faculty were promoted: seven to associate professor with tenure and 12 to full professor. Six of the seven faculty promoted to associate professor

with tenure (86%) and five of the 12 promoted to full professor (42%) were women. In addition, four female scholars (two from underrepresented backgrounds) were provided with stipends to participate in the National Center for Faculty Diversity and Development Faculty Success Program.

The hiring freeze during the COVID-19 pandemic made new faculty hires for 2020–21 non-reflective of recent SMU trends. Only full-time, non-tenure-line faculty were hired to meet critical and unanticipated needs. Only two faculty will join SMU in fall 2021 as tenure-line assistant professors. Both were hired through national searches from the previous academic year and exercised deferrals to a start date of fall 2021. Both are women.

SMU must continue its commitment to diversifying its faculty. Both the provost's office and Institutional Access and Equity (IAE) require open faculty positions to be advertised broadly in various media to attract women and minority applicants. Authorization of a search requires providing evidence of such robust outreach. In 2020–21, the provost's office and IAE collaborated with the newly established chief diversity officer to set up additional recruitment efforts, such as requiring all search committee members to take part in the CIQ Searching Intelligently workshop and, to ensure best practices, asking deans and the chief diversity officer to sign off on all active faculty recruitment plans.

- 1.1.7 Develop University policies to facilitate spousal and partner hires.

  Other priorities during the pandemic delayed progress here, but during academic year 2021–22 the provost's office will assess the challenges in this area that guidelines and policy might effectively address.

Objective 1.2 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.

  Limited administration of standardized testing during the pandemic led SMU and most other universities to adopt a test-optional policy for fall 2020 and fall 2021. Consequently, many university applicants did not report test scores, making test scores these last two years less comparable to prior years. Nevertheless, for the almost 40% of enrollees submitting test scores to SMU for

fall 2021, preliminary data on SMU's fall 2021 first-year class gives an average ACT score of 31.9, an increase over 30.3 for fall 2020 and 30.6 for fall 2019. An ACT of 31.9 indicates the 96th percentile of test-takers in the high school graduating classes of 2020–21. The following graph shows the average superscored ACT for SMU's entering cohorts since 2013.

Average ACT Score of First-Year Students, Fall 2013–Fall 2021
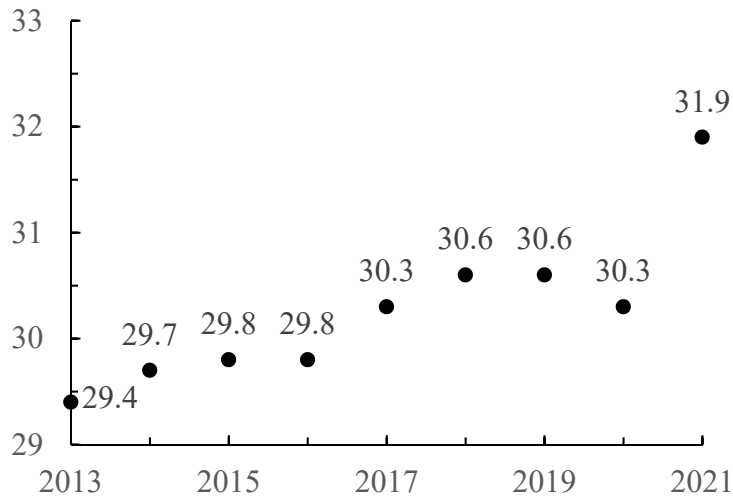
Although Hunt Scholars are not recruited based on ACT scores, preliminary data on Hunt and President's scholars entering in fall 2021 exceed those averages. Hunt Scholars had an average ACT of 33.7, President's Scholars 33.9, and both averages signified the 99th percentile of ACT test takers.

Diversity in enrollment is discussed at 1.2.4, 1.2.5, 1.2.10, and 1.3.2.

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

SMU students won notable, prestigious national awards during 2020–21. Junior Austin Hickle became SMU's 15th recipient, and first since 2014, of the Truman Scholarship. Senior Jared Burleson won a Schwarzman Scholarship for graduate study at Tsinghua University in Beijing. Burleson was SMU's second winner of this highly competitive, international scholarship, established in 2016. The acceptance rate in fall 2020 was under 4.3%. SMU continued its strong showing with Fulbright awards, six students were selected in the 2020–21 academic year for a Fulbright and will depart for Finland, Germany (two), Malta, Poland, and

Vietnam. Previous Fulbright award winners numbered nine (2019–20, an SMU record), two (2018–19), seven (2017–18), and three (2016–17). In 2020–21, five undergraduates were selected as recipients of the U.S. Department of State's Critical Language Scholarship for host-country based, intensive language training. SMU awardees will study Arabic (two), Indonesian, Persian, and Urdu. The last SMU awardee was in 2013. With an acceptance rate under 10%, the Critical Language Scholarship is one of the most competitive scholarships in the U.S. and the most prestigious language program for U.S. citizens. Junior Gabrielle Gard was awarded a Goldwater Scholarship.

Graduate Record Exam (GRE) scores of admitted students and job placement of recent PhDs are accepted metrics for comparing the quality of graduate programs across institutions. But GRE scores for fall 2021 entering cohorts are less comparable to prior years since graduate programs at many institutions, including SMU, waived the GRE requirement for applicants because of limited standardized testing during the pandemic. Of those reporting GRE scores, the quantitative average percentile matched the peaks of 2016 and 2019 (83%) while the verbal average percentile fell below the levels of 2017–20.

Average Graduate Record Exam (GRE) Test Scores, Entering Graduate Student Cohorts, 2016–21

	Matriculated					Admitted
	2016	2017	2018	2019	2020	2021
Verbal						
Average	153.9	159.6	159.3	160.0	158.5	157.0
Percentile	64	83	83	86	82	74
Quantitative						
Average	162.5	161.4	161.7	162.0	162.0	164.0
Percentile	83	80	79	83	79	83

Note: The number admitted is considered to be the number matriculated for 2021 and is as of July 21, 2021. Verbal scores are shown for graduate students in the humanities and quantitative scores are for graduate students in STEM fields (natural sciences, mathematics, and engineering) and economics.

Business and law schools rely on tests other than the GRE. The graduate management admission test (GMAT) average for combined May and fall intake cycles for the two-year MBA was 687 (85%) in 2021, up from 650 (72%) in 2020, and 652 (72%) in 2019. For the one-year MBA, the average GMAT was

683 (82%). The law school admission test (LSAT) preliminary median score for fall 2021 indicates a record-setting 163 (85th percentile), up from 162 for fall 2020 and 161 for fall 2019.

Data on job placements, another mark of student quality, indicate 13 SMU PhDs transitioned to tenure-track positions during 2020–21, up from nine in 2019–20 and matching the 13 in 2018–19. Another 20 transitioned to postdoctoral positions in 2020–21, down from 27 in 2019–20 but up from 18 in 2018–19. This is a stronger showing in 2020–21 than the numbers suggest given the reduction in available positions nationwide due to the pandemic.

- 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.

Between fall 2015 and fall 2019 SMU made progress on an admit rate below 50% and a stronger yield rate. COVID-19's impact on the fall 2020 and 2021 classes paused this progress. For fall 2021, as the following table shows, total applications, surpassing 15,000 for the first time, increased 11.5% over the previous fall.

Undergraduate Applications, Admit Rates, and Yield Rates, 2015–21

	2015	2016	2017	2018	2019	2020	2021
Total applications	14,441	14,771	14,507	13,672	13,955	14,010	15,671
Admitted	6,360	6,482	6,402	6,451	6,593	7,378	8,337
Admit rate (of total)	44.0%	43.9%	44.1%	47.2%	47.2%	52.7%	53.2%
Enrolled	1,374	1,522	1,423	1,530	1,544	1,531	1,575*
Yield rate (enrolled of admitted)	21.6%	23.5%	22.2%	23.7%	23.4%	20.8%	18.9%

Note: "*" The number of net deposits is considered to be the enrolled number for 2021. Data for 2021 as of August 24, 2021. The official numbers for 2021 will be available after the 12th day of undergraduate classes, the census date of September 8, 2021. Transfer applicants are not included in the above numbers.

- 1.2.4 Exceed the average percentages, as reported by cohort and aspirational peer institutions, of total enrollment of individual racial and ethnic undergraduate minorities by 2025.

Minority students as a percentage of SMU's undergraduates increased between 2015–19, but IPEDS data in the following table shows that SMU lagged behind the overall average percentages of aspirational and cohort peers. Individual racial and ethnic group averages are not shown; but for 2015–19, on average, for Black undergraduates, SMU trailed cohort peers by 0.4 percentage points and aspirational peers by 1.2 percentage points; for Asian undergraduates, SMU trailed cohort peers by 0.4 percentage points and aspirational peers by 7.1 percentage points; and for Hispanics, SMU trailed cohort peers by one percentage point and exceeded the average of aspirational peers by 1.9 percentage points.

Minority Undergraduate Student Enrollment Compared to Peer Averages, 2015–19 (%)

	2015	2016	2017	2018	2019
SMU	26.7%	26.4%	26.8%	27.7%	27.8%
Aspirational peers	31.8%	30.3%	32.6%	33.8%	35.0%
Cohort peers	29.1%	27.0%	29.3%	29.8%	30.5%

Note: Minorities include Asian, Black, Hispanic, and two or more races, as well as other Integrated Postsecondary Education Data System (IPEDS) reporting categories except white, nonresident alien, and unknown race or ethnicity. The latest data available from IPEDS are for fall 2019.

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

In summer 2021, SMU's Dean of Admission Elena Hicks was appointed president-elect of the Coalition for College, a national organization of preeminent colleges and universities focused on facilitating increased enrollment of traditionally underrepresented students. Dean Hicks had served on the board for this coalition since 2019.

Each year SMU engages new CBO and other organizations to create a pipeline for underrepresented students. Recent examples are Uplift and IDEA Prep. Since February 2020 discussions with Uplift sought to create a partnership to foster access to college for their high-achieving students. In past years, Uplift students had primarily come from one or two of their schools. We hope to increase access to SMU for students at all Uplift campuses. Results for fall 2021 are promising. In the four previous falls, on average 50 Uplift students applied to SMU, 18 (36%) were accepted, and three deposited. So far for fall 2021, 96 Uplift students applied, 42 (44%) were accepted, and six have deposited. SMU and IDEA public schools signed a memorandum of understanding in December 2020, aiming to increase awareness of SMU by their students and understanding of financial options that would help their students attend SMU. Progress along these lines will be closely monitored.

Developed through a partnership between Dallas ISD, SMU Simmons, and Toyota, the innovative West Dallas STEM School enters its implementation phase in 2021 with the enrollment of seventh and eighth graders in August 2021. This project builds and strengthens SMU's relationships with community, educational, and religious organizations in West Dallas that foster access to college for racially, ethnically, and socioeconomically diverse high-achieving students.

The Budd Center (Simmons School) and North Dallas High School (NDHS) were awarded a planning grant by Dallas ISD to transform NDHS into a Design Thinking Choice School in 2019–20 In 2020–21, NDHS received full Choice School status. The Budd Center will provide coaching and professional development to school leaders and teachers as they transform the school into a fully integrated PK (pre-kindergarten)–8 STEM school over the next three years.

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

In 2020–21, the admission office, in collaboration with the Office of Alumni Relations, continued its efforts to provide guiding messages for alumni volunteers to share with prospective students and through the referral program at smu.edu/referamustang. Throughout the year, 318 referrals were received, an increase of over 300% over last year (73). In spring 2021, 270 SMU alumni volunteers were matched to contact accepted applicants to SMU to encourage their enrollment. Of these, 174 were confirmed to contact 774 students. This number was lower than the previous fiscal year due to the inability to engage in

recruitment such as in-person events. Due to COVID-19 restrictions, volunteers were also unable to participate in college fairs across the country. The alumni volunteers office successfully pivoted to provide virtual opportunities to engage admitted students for send-off parties around the nation. The Office of Annual Giving and Alumni Relations hosted 603 attendees for 22 virtual parties across the nation.

In spring of 2021, SMU Black Alumni and Hispanic Alumni boards assisted in contacting 97 admitted students of color and their parents to encourage them to attend SMU. Complications surrounding COVID-19 prevented holding SMU's annual Black admitted student reception; however, a virtual event drew 40 attendees.

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

SMU Admission rose to the challenges imposed by the pandemic to increase contact with college counselors, informing them about SMU, facilitating talks by professors, and hosting counselor events with other universities.

As discussed in 6.4.3, during 2020–21, SMU made gains in using social media 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.

- 1.2.8 Increase the retention rate from first to second year for undergraduate students to 94% by 2025.

The upward trend in retention since 2012 seen in the following graph has been promising, but the pandemic disrupted that trend with 90.3% retention for the most recent cohort. Once under 88% with the 2008 cohort, retention trended upwards to reach 91.5% for the 2018 cohort. Further gains will be challenging. Under the leadership of Associate Provost Sheri Kunovich, SMU increased the focus on retention and graduation rates, developing new approaches to identify students who struggle academically, personally, or financially, and to work up ways to assist in their retention and graduation. The success of this work is essential if SMU is to reach the retention and graduation goals set forth in the strategic plan for 2025.

First- to Second-Year Retention Rates, Undergraduate Entry Cohorts, Fall 2008–Fall 2019 (%)
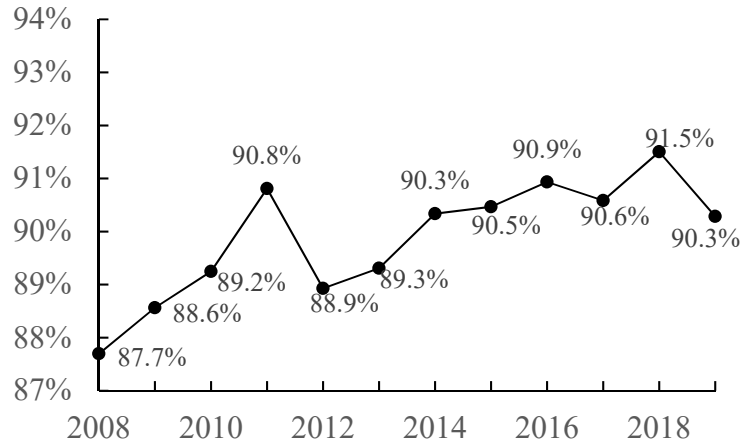

Note: Retention for the 2020 entry cohort will be available after the 12th day of undergraduate classes, the official census date of September 8, 2021.

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

With a strong upward trend since the 2008 cohort, 2012 excepted, the four-year graduation rates surpassed the 74% goal for the second straight year, reaching 74.7% and 75% for the cohorts entering in fall 2015 and 2016. The six-year graduation rate has also edged upward, again excepting the 2012 cohort, reaching 81.1% for the 2013 cohort and 80.9% for the 2014 cohort.

Four- and Six-Year Graduation Rates, Undergraduate Entry Cohorts, Fall 2008–Fall 2016 (%)

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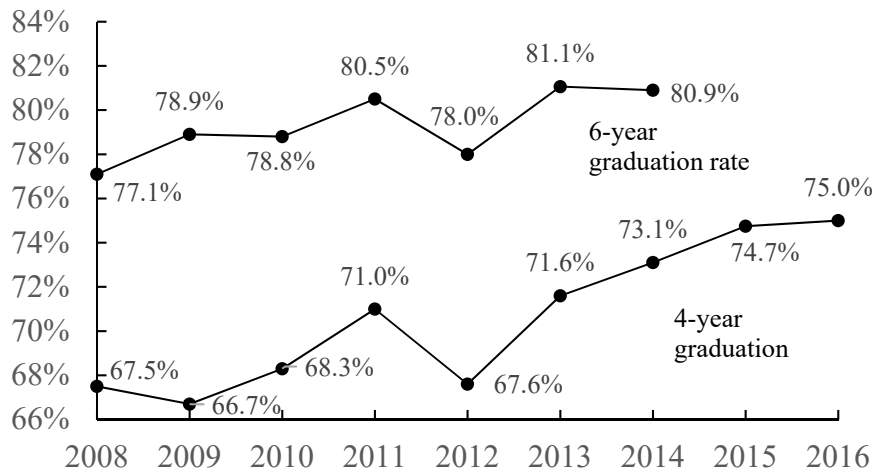
- 1.2.10 Enhance recruitment, scholarship support, and retention initiatives designed to increase the racial, ethnic, and socioeconomic diversity of the student body as well as the retention and four- and six-year graduation rates of diverse students.

Significant progress was achieved in fall 2020 in racial and ethnic diversity in recruitment: 31.1% minority students among the first-years out of high school entering SMU set a record, as did 45.5% minority students among the entering transfers. Preliminary data for students entering in fall 2021 indicate strong racial and ethnic diversity will continue with a record-setting 33.6% minority students among first-years and a near-record 43.5% among transfers. Students selected for SMU's two premier scholarships, Hunt Leadership Scholars and President's Scholars, entering in fall 2021 are even more diverse than SMU's incoming first-years and transfer students. Underrepresented minority students make up 71.4% of Hunt Scholars and 52.6% of President's Scholars.

Among the first-years, preliminary data suggests Pell recipients and first-generation student percentages have increased for fall 2021 over fall 2020: Pell recipients make up 11.2%, compared to 9.4% last year; and first-generation students make up 8.1%, compared to 5.7% last year.

Recruitment to enhance the diversity of the student body has been boosted in part by increases in the amount of institutional gift aid (grants and scholarships excluding athletic aid) to racially and ethnically underrepresented students by 12.5% from 2019–20 to 2020–21. Likewise, increases have occurred in the number of recipients of institutional gift aid among racially and ethnically underrepresented students. That number has grown by 10.8% from 2019–20 to 2020–21.

For recruitment of diverse students see also 1.2.4 and 1.3.2.

The figure below shows retention for minority students. Comparing this rate with the overall retention rate (1.2.8), for the fifth straight year, the minority student retention rate surpasses or matches the overall retention rate. For the 2019 entry cohort, 90.7% of the minority students were retained, 90.3% of all students.

First- to Second-Year Retention Rates, Minority Students, Undergraduate Entry Cohorts, Fall 2008–Fall 2019 (%)
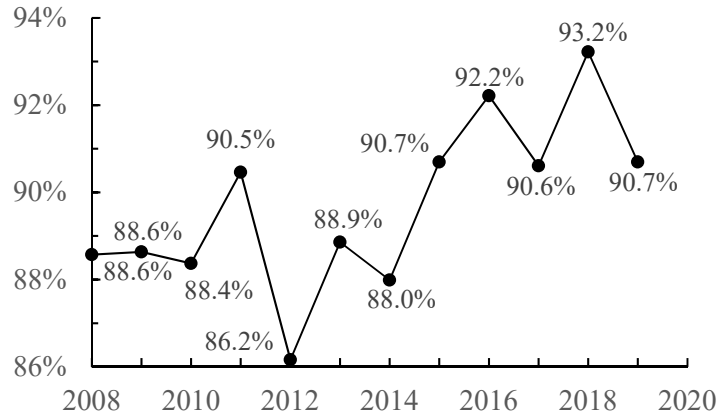
Note: Retention for the 2020 minority entry cohort will be available after the 12th day of undergraduate classes, the official census date of September 8, 2021.

For four- and six-year graduation rates, the minority percentages mostly lag the overall percentages shown at 1.2.10. The minority student four-year graduation rate has increased over the last two years to narrow the gap with the overall rate. In the years ahead, provost office initiatives around student success should help to close that gap.

Four- and Six-Year Graduation Rates, Minority Students, Undergraduate Entry Cohorts, Fall 2008–Fall 2016 (%)
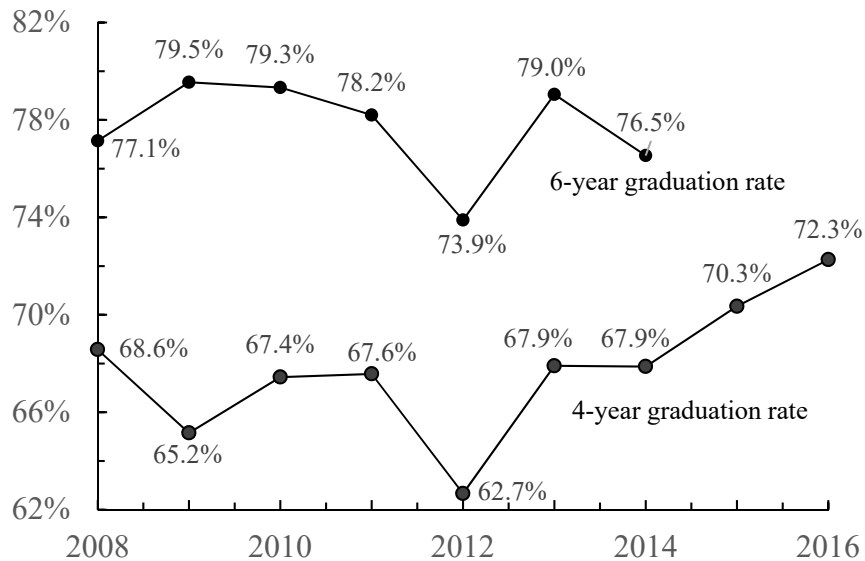
- 1.2.11 Increase applications for graduate admission, and improve operational processes by continuing to centralize graduate admission operations in each school to the extent permitted by school accreditors.

In 2020–21, the Moody School of Graduate and Advanced Studies began oversight of admission standards and final approval of admissions to University PhD programs (see 1.5.3). Centralization of graduate admissions has been accompanied by enhancements in admissions processes and outreach.

Although 2021 saw a decline in graduate and professional applications to schools except notably Dedman Law and small upticks for Dedman College and Simmons, the overall University total surpassed three of the prior five years. Graduate application numbers are presented in the following table for calendar years 2016 through 2021. (International applications for graduate school are presented at 5.3.4.)

Graduate and Professional Applications by School, 2016–21

| School	2016	2017	2018	2019	2020	2021
Cox	1,777	1,893	2,165	1,988	3,327	2,642
Dedman College	1,086	866	821	790	775	787
Dedman Law	1,772	1,759	1,883	1,877	1,995	2,445
Guildhall	109	130	202	194	205	159
Lyle	2,179	2,236	2,055	1,490	1,543	1,073
Meadows	289	341	297	337	301	282
Perkins	115	139	216	326	273	217
Provost / SMU GO	382	422	416	285	191	182
Simmons	—	1,135	1,191	1,111	1,173	1,203
University total	7,709	8,921	9,246	8,398	9,783	8,990

Note: Annual figures are for calendar year. Figures for 2021 are as of early August 2021.

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

- 1.3.1 Increase the annual number of new transfer students to 600 by 2025.

  In 2020–21, 440 new transfer students entered SMU in fall and spring terms, a decline from 459 in 2019–20 but an increase over prior years: 424 (2018–19), 392 (2017–18), 402 (2016–17), and 417 (2015–16). Even so, to reach 600 new transfer students by 2025 will require even greater increases. While 2012–13 and 2013–14 surpassed the needed growth, the years since have remained below the needed progress.

  New Transfer Students by Academic Year, 2010–20
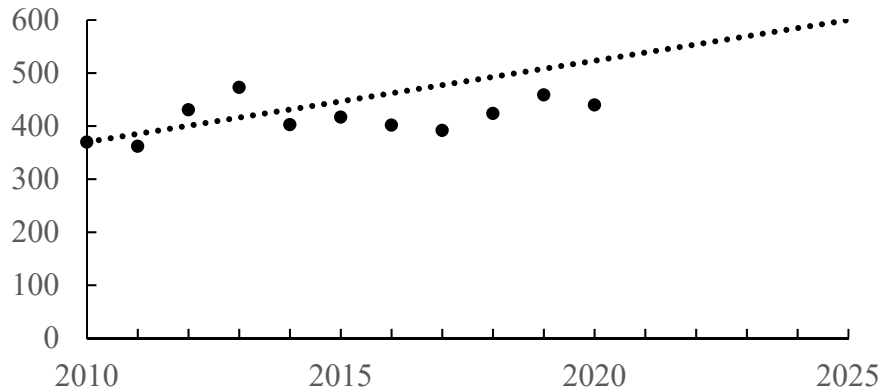
  Note: Year indicates the fall start of the academic year. The dotted line indicates the growth needed from 370 in 2010–11 to achieve the goal of 600 in 2025–26.

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

  Transfer student initiatives for recruitment and support have helped boost diversity. For fall 2021, preliminary figures show minority students make up 38.8% of the new transfer students, above the 33.0% for first-years entering from high school. In previous years, counting entering transfer students in both fall and spring terms, minority students made up the following shares of transfer students: 44.7% (2020–21), 39.3% (2019–20), 38.2% (2018–19), 37.0% (2017–18), and 34.6% (2016–17).

  SMU increased the amount of institutional gift aid (grants and scholarships excluding athletic aid) to ethnically diverse transfer students by 27.1% from

2019–20 to 2020–21. SMU also increased the number of ethnically diverse transfer students receiving institutional gift aid by 15% from 2019–20 to 2020–21.

- 1.3.3 Enhance support for Student Affairs, Residence Life, and faculty to integrate transfer students into the SMU community, strengthening retention of transfer students and timely completion to graduation.

  During 2020–21, steps were taken to integrate support for transfer students. Created in 2020–21, the SMU Transfer Student Experience Memorandum of Understanding (MOU) guides the collaboration among Residence Life and Student Housing, Transfer Student Services, the Office of the Student Experience and Student Academic Success Programs. This MOU streamlines the orientation, onboarding, and connection transfer students have with the Residential Commons and helps them transition and integrate into the University.

  Many transfer students to SMU are first-generation students whose parents have not attended college. Greater community awareness of the challenges facing first-generation students was reflected in recent Student Senate actions: Student Senate officially recognized the First-Generation Association and created a 9th special interest Student Senate seat exclusively for a first-generation student senator in spring 2021.

  Preliminary data for transfer student participation in orientation events continues to be strong with 161 having completed the Summer 2021 virtual orientation. This number is in line with last summer participation's 185 (2020), but below the increased in-person engagement of the four preceding years: 264 (2019), 245 (2018), 251 (2017), 253 (2016), and 157 (2015).

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

- 1.4.1 Continue market-based compensation programs for staff that facilitate competitive talent choices while remaining fiscally responsible.

  SMU continues to be considered a preferred employer for staff in the Dallas-Fort Worth area. This year, over 7,400 applications/resumes were received for posted positions, which resulted in 155 staff and post-doc new hires, contrasted with 16,000 and 260, respectively, from 2019–20. The dip in the numbers results

from the delayed hiring initiative. Only positions critical to the operations of the University were approved for recruitment during the pandemic.

SMU's comprehensive benefit offerings continue to attract and retain staff. During the pandemic, SMU enhanced benefits to provide faculty, staff and their covered dependents the ability to seek testing and treatment for COVID-19 as well as virtual care options for routine medical care with no out-of-pocket cost to the employee. SMU continued to offer benefits that provided support and assistance for mental health counseling, child care, elder care, and other issues surrounding the pandemic. These benefit offerings will remain available at no cost to faculty, staff, and their covered dependents through December 2021. Also, SMU provided on-site COVID-19 testing through May 2021.

SMU's market-based compensation program conducts a market check biannually to identify job titles and salaries that differ greatly from benchmark data. This review process helps SMU remain able to attract and retain competitive talent and drives internal, predictable pay practices that are fiscally responsible. Due to COVID-19 and the unstable job market, SMU postponed the market check from this past fiscal year 2020–21 to the next.

- 1.4.2 Support awards and processes to recognize high-achieving staff and promote professional development of staff through training and certification.

  SMU promotes a culture of acknowledgement and appreciation for staff through recognition programs and award initiatives that were substantially revamped in 2019–20. Since then, reviews have been positive and employees praise the award options available to them.

  SMU's annual merit and extra compensation processes recognize employee performance based on feedback provided by the employee and the manager in the annual review process.

  In 2020–21, faculty, staff, post-doctoral students and student workers engaged in over 11,000 hours of training through online tutorials, professional and manager development workshops, custom training, and facilitated team sessions. Human Resources responded to the pandemic in part by moving all training content to virtual formats. Total training hours remained similar to the prior year.

- 1.4.3 Reflect the average percentages, as reported by cohort and aspirational institutions, of total diversity among the staff, including in the managerial ranks.

For 2016–19, the SMU percentage of total minorities in managerial positions is slightly higher than the averages of SMU's cohort and aspirational peers. Yet for all staff (excluding faculty), SMU trails the cohort and aspirational peer averages. Several inclusive excellence initiatives emphasize enhanced recruiting and retention strategies for underrepresented minorities as well as career advancement.

Staff and Managerial Diversity, SMU compared to Aspirational and Cohort Peer Averages, 2017–19 (%)

	Minority Staff			Minority Managers		
	2017	2018	2019	2017	2018	2019
SMU	31.2%	31.7%	26.3%	29.4%	28.1%	28.9%
Aspirational peers	32.5%	32.9%	30.7%	21.8%	22.7%	23.5%
Cohort peers	40.0%	40.8%	32.7%	26.1%	27.8%	28.4%

Note: Minorities include Asian, Black, Hispanic, and two or more races, as well as other IPEDS reporting categories except white, nonresident alien, and unknown race or ethnicity. The figures exclude faculty.

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

- 1.5.1 Leverage the new Moody School of Graduate and Advanced Studies to strengthen collaborations with other universities, major corporations and others to produce high-impact, interdisciplinary research; increase research grant funding, and boost the University's reputation for research excellence.

  The Moody Foundation gift fueled these aspirations and has promoted improvements in research and graduate studies. In 2020–21, the Moody School collaborated with SMU Marketing and Communications to develop branding and messaging to communicate the significance of the Moody School and its vital supporting role in the expansion of SMU research. In recognition of establishing and searching for two key academic leadership positions which had previously been combined (vice provost for research and dean of the Moody School), going forward this metric, 1.5.1, will be revised along the following lines: Leverage the new Moody School of Graduate and Advanced Studies to increase the University's research activity and stature through the strategic award of fellowships and other graduate-student awards to support promising

faculty research directions and further improve the University's ranking in the Carnegie Classification of Institutions of Higher Education.

- 1.5.2 Complete design and construction of Frances Anne Moody Hall to house the Moody School and engage in fundraising to further enhance the $100 million gift of the Moody Foundation.

  The design of Frances Anne Moody Hall was completed in 2020 and construction has begun in summer 2021 with ceremonial groundbreaking scheduled for December 2021. This new facility will be home to the Moody School, spurring faculty and student interaction for significant, interdisciplinary research.

- 1.5.3 Develop foundational documents for the Moody School, outlining roles, responsibilities and interconnections with SMU's other degree-granting schools.

  This aspiration was accomplished. Upon the naming in December 2019 of the Moody School of Graduate and Advanced Studies by the Board of Trustees, and upon recommendation by the provost, the Moody dean, and the Moody School Graduate Council (a committee composed of faculty members appointed by school deans), in 2021, the president approved policies that establish the Moody School's roles, responsibilities, and interconnections with SMU's PhD-granting schools. The policies and the charter of the Moody School, which describes its mission and history, are available on the Moody School website (https://www.smu.edu/Moody/About).

- 1.5.4 Through the Moody School, provide increased services and support to graduate students and post-doctoral scholars and create a forum for the interaction of faculty, students and visiting scholars.

  During 2020–21, the Moody School hired a director of graduate fellowships to assist students to find and compete for external funding (see 1.2.10 and 1.5.5), hired a data analyst to monitor PhD programs and improve tracking of student progress to increase six-year PhD completion rates (see 3.4.3), and contracted a career development specialist to facilitate transitions to the workforce (see 1.2.2).

- 1.5.5 Initiate, monitor, evaluate, and fine-tune as necessary the Moody Fellowship Program to attract and support the best and brightest new PhD students.

To attract outstanding applicants to SMU PhD programs, the Moody School has established Moody Graduate Fellowships with competitive, annual stipends of $30,000 for up to five years. Eleven fall 2021 PhD applicants were offered Moody Graduate Fellowships; nine accepted. The yield rate of 82% far surpasses the yield for PhD admits offered lesser, more typical departmental fellowships. Also, to bolster PhD completion and shorten time-to-degree, the Moody School offers Moody Dissertation Fellowships to support students in the final stages of completing the PhD. Four Moody Dissertation Fellowships were offered in spring 2020; all four students successfully completed the PhD as expected in spring 2021. Five Moody Dissertation fellows were offered to outstanding PhD students for 2021–22.

- 1.5.6 Recruit faculty where appropriate through interdisciplinary search committees that reflect more than one discipline.

  Fewer faculty searches were conducted during the pandemic but a recent example of a highly visible faculty recruit whose cross-disciplinary research attests to the advisability of search committees composed of members from more than one discipline would be Anindita Das (PhD, Carnegie Mellon), assistant professor in chemistry, who researches materials and nanoscience, energy and the environment, and drug delivery, seeking new ways to develop sustainable energy and to improve human health.

- 1.5.7 Develop SMU's Data Science Institute (DSI) to coordinate and facilitate interdisciplinary programs in data science, connect with other institutes and centers on campus, and encourage faculty expertise and interdisciplinary research that are based on data science and the use of big data.

  A charter establishing SMU's Data Science Institute was approved by the provost in 2020, and a director ad interim was selected from the SMU faculty to lead DSI for two years. A national search for a permanent director is planned for 2021–22. While the pandemic limited events in 2020–21, development of a website and faculty forums helped launch DSI, leading to the formal designation of 54 faculty and staff from 25 departments and centers representing each school except Perkins as affiliates of DSI.

  In fall 2020, Dedman College, Lyle and Cox implemented a major/minor in data science with coursework drawn from courses offered by two Dedman departments (Mathematics and Statistical Science), two Lyle departments (Computer Science and Operations Research and Engineering Management),

and one Cox department (Information Technology and Operations Management).

SMU DataArts, the country's leading provider of data and research in the arts world, aggregates national-level data and provides a wealth of tools to help arts leaders and arts organizations. In July 2021, Bloomberg Philanthropies announced $2.5 million in support of SMU DataArts over 2022–2024, a 25% increase over the previous level of support. The gift will "help cultural non-profit organizations stabilize and thrive in the wake of the COVID-19 pandemic through strategic improvements to their technology infrastructure." SMU DataArts maintains current data of arts and cultural organizations throughout the U.S. and holds data on arts consumption by almost 30 million households. The strategic effort reflects SMU's historical commitment to the arts and an emphasis on big data and "R1" research activity (see 3.2.1).

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

The Bush Institute-SMU Economic Growth Initiative has grown to support three Bush PhD Fellows in SMU's Economics Department. The Department of Economics credits this initiative with contributing to an overall rise in the number of PhD applications and in the quality of applicants.

With the Bush Institute and *The Dallas Morning News*, the Niemi Center in Cox planned a women's conference marking the 100th anniversary of the 19th Amendment establishing women's right to vote. Unfortunately, the pandemic necessitated postponing the event.

The Center on Research and Evaluation in Simmons continued its partnership begun in 2019–20 with the Bush Institute to evaluate the Presidential Leadership Scholars program.

SMU Human Resources continues to partner with the George W. Bush Presidential Center to provide Bush Center staff with access to professional development through SMU. This promotes the interaction of staff from SMU and the Bush Center, leading to increased awareness of programming and further partnership opportunities.

Objective 1.6 Strengthen the Meadows Museum and University library system by expanding collections, enhancing the digital research infrastructure, and engaging with the undergraduate curriculum.

- 1.6.1 Carry out the strategic vision for libraries to support SMU as a global research university with a liberal arts tradition.

SMU Libraries consists of six libraries in Dallas and one at the SMU-in Taos campus. (The Underwood Law Library reports to the dean of Dedman Law with a dotted line to the dean of SMU Libraries.) The first, all-inclusive *SMU Libraries Strategic Plan, 2019–2024*, completed in fall 2019, helped guide the library as it continued to serve patrons during the pandemic. Among the notable strategic successes implementing that plan are the following: SMU Libraries 1) convened a task force to create a first-ever comprehensive report on the collective assets of all campus library special collections; 2) established a Research Data Working Group to enhance support for faculty and student researchers; 3) continued refinement of shared services and technology platforms to enhance the patron experience across all campus libraries, with a new SMU Libraries website to launch in late 2021; and 4) set up a new SMU Libraries Online Learning Team to design, build, and implement shareable and accessible digital learning objects to support information literacy learning.

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

An increase in the general collections budget and a special allocation of one-time funds allowed SMU Libraries to acquire resources requested by faculty, particularly electronic versions of print items to ensure continuity of teaching and scholarship during the pandemic. Since fiscal year 2019, increases from OE2C savings totaling over $1 million to the SMU Libraries Collections budget have boosted the library's usable resources.

SMU Libraries has made notable progress augmenting its collections. Through recent acquisitions from World Methodist Museum, Upper Room, and the United Methodist Publishing House, Bridwell Library has now developed the largest collection of John Wesley letters in the Americas. Hamon Arts Library processed, cataloged, and made accessible a donation of more than 5,000 books on Spanish and European art, bolstering the research profile of SMU's Meadows Museum. DeGolyer Library acquired several large collections and single items of significance to add more than 12,000 pieces to the collection. Notable gifts include the Earle Labor '49 '52 Jack London Collection, the William Morgan Thomas Hardy Collection, and the James J. Hill Railroad Library, as well as large additions to the Lawrence T. Jones III Texas photography collection and the Stephen Jarchow juvenile literature collection.

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

  SMU Libraries, in collaboration with Information Technology, is developing a new Research Studio@Fondren concept that will bring together campus partners to deliver cutting-edge computational research support from a range of library, information technology, and research support experts.

  The Norwick Center for Digital Solutions (nCDS) continued to digitize thousands of photographs, manuscripts, imprints, audio-video materials, and works of art held in the SMU Libraries special collections, and made them available online via the SMU Libraries Digital Collections website.

SMU Libraries promoted SMU faculty scholarship through SMU Scholar, an open-access institutional repository that currently contains more than 15,000 papers and had more than one million downloads during fiscal year 2020–21.

- 1.6.4 Measure progress on the criteria for ranking among the top 100 academic libraries in North America.

  Since 2018–19, the strong increase to the SMU Libraries collections budget brought that budget closer to budgets among the top 100 academic libraries. SMU Libraries is in the final stages of revising and improving data collection techniques. The refined data will present a standardized and comprehensive view of campus library collections, services, and expenditures which will enable a new level of comparison on key criteria.

- 1.6.5 Present exhibitions to attract robust numbers of museum visitors, including students, and increase the number of courses taking advantage of museum holdings.

  Despite being closed to visitors from March until July of 2020 because of COVID-19, the Meadows Museum continued to reach out to the general public by making the galleries virtually available, as well as producing engaging content on the collection and Spanish culture. Exhibitions were delayed, but successfully opened in the fall of 2020, including the international loan exhibition Alonso Berruguete: First Sculptor of Renaissance Spain (September 20, 2020–January 10, 2021). In the spring of 2021, the museum celebrated its 20th anniversary with special exhibitions focused on the achievements of the past two decades as well as highlights from SMU's collections across campus.

The Meadows Museum continued to engage SMU students, hosting two Art After Dark: SMU College Night events, offering Student Collective and Poets Laureates programs, delivering a virtual panel on careers in the art museum, and partnering with Fondren Library to offer de-stressing art-making kits for students during finals week.

Objective 1.7 Continue to develop distinctive educational opportunities for the SMU-in-Taos campus.

- 1.7.1 Implement recommendations of the 2020 master plan for SMU-in-Taos.

  Planning for implementation of the 2020 master plan for SMU-in-Taos was underway when the pandemic suspended classes and activities at the campus. The SMU-in-Taos campus is scheduled to reopen for the January 2022 term, with celebratory reopening activities scheduled for fall 2021.

- 1.7.2 Develop or maintain near-capacity enrollments at SMU-in-Taos for January, May, June, and August terms and connect with other universities to expand year-round educational usage of the campus.

  Suspension of in-person classes for May, June, and August terms led the SMU-in-Taos campus to offer courses online. Registration for those classes, coupled with the January 2020 enrollments when campus was at capacity with 105 students, boosted SMU-in-Taos enrollments for calendar year 2020 to 350, surpassing the record of 309 set in 2014. Once SMU-in-Taos reopens, efforts to attract other universities to expand educational usage of campus will continue.

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

  SMU-in-Taos leadership will resume work with community organizations and New Mexico universities to form strategic research partnerships. The absence of students on campus in May–August 2020 inhibited continuation of collaborative service learning and research projects begun in 2019.

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

Objective 2.1 Enhance teaching and learning through innovative curricula and pedagogies that lead to critical and creative thinking and problem solving, informed by research and the use of advanced technologies.

- 2.1.1 Gauge the effectiveness of the peer review of teaching offered by the Center for Teaching Excellence (CTE).

  With the mid-semester move to remote instruction in spring 2020, CTE pivoted to a leadership role in preparing and supporting remote teaching by SMU's faculty. With the decision to offer a hybrid of in-person and remote for 2020–21 (SMUFlex), CTE proved central to supporting faculty as they navigated the challenges. Understandably, plans to assess the peer review of teaching efforts of CTE have been deferred by the pandemic.

- 2.1.2 Increase the annual percentage of faculty using the CTE to 33%.

  For the second straight year, CTE surpassed the goal of engaging with one-third of full-time faculty. During 2020–21, 47.8% of SMU's 767 full-time instructional faculty engaged with CTE, up from 40% in 2019–20. Faculty engagement with CTE in prior years had been 23% (2018–19), 26% (2017–18), and 30% (2016–17). CTE's response to faculty needs during the pandemic drove this increase with more than two of every five full-time faculty enrolling in a required, Canvas-based, training course before fall 2020. Also, CTE partnered with the Office of Information Technology (OIT) and SMU Libraries to provide extensive training opportunities, worked individually with faculty, and created digital resources to ensure instructional quality during the pandemic.

- 2.1.3 Evaluate, using Quality Matters and other appropriate processes, the quality of online teaching and make recommendations for the continued improvement of online teaching.

  Many Simmons faculty have participated in the formal Quality Matters training, but providing that training to all SMU faculty for 2020–21 proved impossible given the demands the pandemic placed on the Quality Matters organization. CTE and others have taken the Quality Matters rubric of course design standards and have trained SMU faculty to improve the quality of remote teaching. Evaluating the effectiveness of SMU remote courses in terms of quality assurance and innovative digital teaching and learning will be ongoing.

- 2.1.4 Expand faculty training for alternative course delivery methods, including, where appropriate, online and hybrid approaches in order to foster curricular innovation.

  The pandemic has led to extensive training of SMU faculty for remote instruction, achieving the intent of this aspiration. In addition, to encourage innovative teaching, CTE awarded Just-in-Time Teaching and Technology grants to 26 SMU faculty to promote teaching improvements. Also, in response to student requests, CTE implemented several options for faculty to elicit mid-semester feedback from students to improve courses already in progress. CTE also supported the Pedagogical Partner Up grants, a one-time initiative from the provost office, awarded to 56 full-time faculty who worked in spring 2021 to create and disseminate pedagogical materials to support teaching in the SMUFlex and virtual modalities.

- 2.1.5 Manage degree pathways and course offerings, including intersession, for timely degree completion as measured by four- and six-year graduation rates.

  The new general education program, the Common Curriculum, which began with the fall 2020 entering students, was shaped in part by the desire to remove obstacles to timely graduation. Also, Student Academic Engagement and Success (SAES) in the provost's office and Student Academic Success Programs (SASP) in Student Affairs, both formed during 2019–20, monitor wide-ranging issues affecting timely graduation and recommend actions to address concerns. Four- and six-year graduation rates are discussed at 1.2.9 and 1.2.10.

- 2.1.6 Expand online courses during intersession to reach non-SMU students.

During 2020–21 intersessions, 14% of the students enrolled in 31 online class sections were non-SMU students, a marked increase over 3% the year before. (This count excludes class sections that were not customarily online, but had moved online because of the pandemic.) Increased experience acquired by students and faculty during the pandemic, underscored by the emphasis on quality remote instruction previously discussed (2.1.3 and 2.1.4), will help increase intersession offerings in which SMU faculty can attract non-SMU students.

Objective 2.2 Design, implement, and evaluate interdisciplinary programs, combining fields generally considered distinct, to reflect the interdisciplinarity of the world today.

Schools collaborate to create and support interdisciplinary degree programs. Four examples are Lyle and Meadows offering the MA in design and innovation, Lyle and Cox the MS in engineering entrepreneurship, and Cox and Simmons both the MS in health promotion management and the MS in sport management. These four have seen enrollment double from a combined 53 in fall 2018 to 104 in fall 2021.

- 2.2.1 Encourage students to take multiple majors and minors that span disciplines rather than "double-down" in an area, increasing the percentage of students completing interdisciplinary programs.

Research has shown the benefit of programs that stretch students across different disciplinary perspectives. A second major or minor that offers a different viewpoint helps do this. Of SMU undergraduates graduating in 2014–15 and later, 23%–27% had two or more majors, peaking in 2021. Of those with only one major, many earned one or more minors, and such students made up 35%–40% of all undergraduates earning degrees each year. Combining both groups means that in the last seven academic years, 57%–67% of undergraduates with degrees had two or more credentials, again peaking in 2021.

If we ask how many SMU graduates took majors and minors that spanned disciplines, we find a noticeable increase over the past seven years. Grouping the disciplines into humanities, social sciences, and natural sciences by adding performing arts (Meadows) to the humanities; Lyle majors and minors to natural sciences; and Cox, Simmons, and the other Meadows disciplines (communications, advertising, journalism) to the social sciences reveals how many students spanned these disciplines in their choice of majors and minors.

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What percentage of students majored or minored in one grouping (humanities, social sciences, or natural sciences) but also majored or minored in at least one other grouping? From 2014–15 through 2020–21, the figures are 26% (2014–15); 27% (2015–16); 29% (2016–17); 30% (2017–18); 31% (2018–19), 33% (2019–20), and 38% (2020–21) in line with the intended progress and representing a greater interdisciplinary approach by students. Indeed, the 12-percentage point rise from 26% in 2015 to 38% in 2021 amounts to a 46% increase.

- 2.2.2 Complete the integration of SMU Guildhall into Lyle School of Engineering and Meadows School of the Arts and promote connections of Guildhall with other academic units.

  With Guildhall's relocation to the main campus, planning to promote connections with other academic units has been broadened to include Simmons School with a goal of expanding research grant activity and expenditures. This planning will be completed in the 2021–22 academic year.

Objective 2.3 Review programs to ensure excellence and alignment with the University's strategic objectives, discontinuing programs where appropriate while accommodating new educational ventures.

- 2.3.1 Report annually on internal and external departmental reviews.

  SMU underwent the 10-year accreditation review, culminating in an on-site visit by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in spring 2021. Concerns raised during off-site and on-site review were addressed and SMU expects final, official reaccreditation from SACSCOC in December 2021.

  In light of the SACSCOC 2021 on-site visit, there were no academic program reviews scheduled for 2020–21. Four are scheduled for 2021–22: English, Anthropology, Biological Sciences, and four degree programs in the law school that the ABA does not include in accreditation review. There were four academic program reviews completed in academic year 2019–20: Creative Computation (Meadows), Earth Sciences (Dedman College), Advertising (Meadows), and Political Science (Dedman College). Reviews of Dispute Resolution (Simmons) and Arts Management (Meadows) have been delayed, in part due to the pandemic.

The Association of Theological Schools (ATS) reaffirmed the accreditation of Perkins School of Theology in 2020. As a result of the ATS review, a Perkins School task force set forth a two-year proposal for curriculum review, revision, and transformation that got underway in September 2020.

- 2.3.2 Report annually on new educational programs and discontinued programs in light of the University's strategic priorities.

In 2020–21, the Academic Affairs Committee of the Board of trustees approved 14 changes to academic programs, including one department name change. For graduate programs, two were discontinued, one was added, and five were changed significantly requiring committee approval. One undergraduate academic program was added, one was discontinued, and three were changed requiring committee approval. The committee was informed of 22 additional changes.

Objective 2.4 Engage the community for lifelong learning through professional training and continuing education.

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

The online Master of Science in data science program expects to serve over 200 enrolled students each year through 2024. Currently, 274 are enrolled for 2021–22, down from 306 in 2020–21, and 399 in 2019–20, the decrease attributable to an increasingly competitive market sector and alternative certifications.

Cox School launched its online MBA degree in 2019 and has enrolled almost 350 students between fall 2019 and fall 2021. MBA Direct, a second online degree program, began in fall 2020 and has enrolled almost 100 students through fall 2021.

- 2.4.2 Develop new continuing education offerings, including innovative professional master's degrees and certificate programs, to serve alumni as well as new populations of learners.

After a 2019 market study showed national and international interest in an online version of MS in network engineering and MS in computer science with AI specialization (CS in AI), Lyle School, developed both programs. The

network engineering online program launched in spring 2021 and CS in AI is scheduled to launch in fall 2021. Both programs met or exceeded their admission goals for fall 2021 and are poised to be long-term contributors to the school's portfolio.

In March 2021, SMU GO, Cox, and Simmons launched the online eSports certificate program with 12 students enrolled.

Objective 2.5 Increase involvement of students in internships and practical, field-based experiential learning on campus (including SMU-in-Taos), in the local community, and around the world.

- 2.5.1 Foster programs that use Dallas, SMU-in-Taos, the nation, and the world as a laboratory and a classroom.

  The Office of Engaged Learning enhances SMU's undergraduate education with experiential learning opportunities in research and entrepreneurship, hosting programs such as the Engaged Learning Fellowship, Undergraduate Research Assistantships, Big iDeas, and Clinton Global Initiative University, as well as operating the Incubator@SMU, coordinating the Mustang Mentors program, and partnering with Student Affairs in the Engage Dallas program, a community engagement initiative to address community needs focusing on South and West Dallas. The pandemic lowered the number of different students participating in Engaged Learning programs from 262 in 2018–19 to 189 in 2020–21.

  Now in its ninth year, Dedman Law's corporate counsel externship program serves as a national model, combining a corporate counsel course with externships in corporate legal departments. Some students have chosen to attend law school at SMU because of the program. Launched in fall 2013 with 30 students, enrollment was 53 students in 2016, 70 in 2017, 90 in 2018, and 86 in 2019. Due to the pandemic, the 2020 program was moved to spring 2021, with 92 JD and international LLM students participating. The remote nature allowed the addition of several new companies outside Texas, such as Walmart (Arkansas) and AIG (New York). The program will return to the fall semester for 2021–22, with new placements, including State Farm, Charles Schwab, Match Group, the American Athletic Conference, and the Big 12 Conference.

  The law school also has externships for students to work in government and public interest agencies, federal judicial clerkships, and small law firms. While the pandemic interfered with the ability of some host agencies to participate in

the externship programs, a number of organizations outside of North Texas were able to join the program because they were able to take on remote student externs. To ensure the continuity and quality of the educational component of the experiential environment, when students were participating remotely, the law school partnered with these externship host organizations and helped create meaningful engagement techniques and learning opportunities that supported student learning and growth. In all, 122 students participated in externships this year, up from 103 in 2019–20, and 107 in 2018–19.

With fellowship awards in 2020–21, the Maguire Center funded 10 SMU students to spend their summers in public service and ethics research. Examples of projects included "Class of COVID-19 Oral History Project," "Examining the Future of the American Theatre Industry in the Wake of COVID-19," and "Developing Online Policy Library for the Ethical Use of Advanced Technology in End-of-Life Care."

2.5.2 Increase the number of students engaged in internship programs.

While some virtual internships were possible during the pandemic, internship opportunities were fewer. Whereas in previous years, about one-third of SMU students had an internship during their undergraduate years, among the undergraduates graduating during 2020–21 (not including the August 2021 graduates), 27.8% had intern positions. This was slightly lower than in previous years: 31.2% (2019–20), 34.3% (2018–19), 32.6% (2017–18), 34.7% (2016–17), and 36.5% (2015–16).

Perkins School of Theology provides internships that prepare students for faithful leadership in Christian ministry. Internships are required for Master of Divinity and Master of Arts in ministry degrees. In 2020–21, 52 master's students at Perkins worked in a supervised, nine-month internship in the Dallas area and throughout the country, compared to 46 in 2019–20 and 44 in 2018–19. In addition, the Doctor of Ministry and Doctor of Pastoral Music require students to have related work-experience and active employment.

Objective 2.6 Enhance the exposure of students to ethical thinking and behavior at the undergraduate and graduate levels.

The philosophy course Technology, Society, and Value tackles ethical issues raised by technological advances, and has grown from two sections in fall 2016 to six sections for fall 2021, with a projected enrollment of over 100 students.

At the graduate level, the Hart Center for Engineering Leadership within Lyle School of Engineering has expanded its graduate student leadership certificate program (approximately 40 graduate students participated in spring 2021) which includes topics related to the ethical conduct of research and technical leadership.

- 2.6.1 Increase the number of courses fulfilling the Common Curriculum ethics requirement.

  The new Common Curriculum (CC) started in fall 2020 with 16 courses that satisfied the ethics requirement. Four more courses have been approved. Two courses are pending approval. During 2020–21, 1,008 seats were available in courses that fulfilled the civics and individual ethics component (which can also be fulfilled through service hours). Phasing out the University Curriculum and its philosophical religious and ethical inquiry component will yield additional courses in the civics and individual ethics component of the CC.

- 2.6.2 Leverage the Maguire Center to help faculty incorporate more ethics as content in courses.

  The Maguire Center works with faculty to promote ethics content in courses. In 2020–21, the Maguire Center provided four virtual lectures by SMU faculty on teaching ethics in today's colleges and universities.

- 2.6.3 Implement required training in Responsible Conduct of Research for all PhD students.

  Training in Responsible Conduct of Research is provided by the Research Office and has been a requirement, pursuant to federal guidelines, for all PhD students funded by federal grants since 2010. This training requirement will be extended to all PhD students in 2021–22.

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

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

GOAL THREE OBJECTIVES

Objective 3.1 Encourage widespread development of campuswide interdisciplinary research projects.

The Dedman College Interdisciplinary Institute (DCII) brings together faculty from different disciplines and schools for discussion and debate, resulting in new interdisciplinary material for teaching and research. Research clusters, convened by faculty from across the University, cover topics spanning the humanities, social sciences, sciences, and the professions. DCII sponsored 16 research clusters in 2020–21, 15 in 2019–20, 14 in 2018–19, and 15 in 2017–18, far surpassing eight or nine clusters in each of the previous three years. Cluster topics have included Christianity and Scholarship; Medieval Matters; Asian Studies and Asian American Experiences; Native American and Indigenous Studies at SMU; Hispanics at work: Business and Cultural Matters; GIS@SMU; Mapping Human Rights Sites in Dallas; Impact: Thinking About and Measuring Scholarly "Excellence;" Public Engagement; and the Civil University in the 21st Century; Academic Support Programs and College Student Retention; New Feminist Discourses and Social Change; Political Decision Making; Oral History at SMU; Cognitive Science; Machine Learning and Control Theory; Technology, Society, and Value; Using New Data Sources; and STEM Writing and Communications.

- 3.1.1 Review and act on recommendations of the task force on scholarly research and creative impact.

    Actions taken following recommendations of the task force on scholarly research and creative impact: 1) established the Moody School of Graduate and Advanced Studies(see 1.5.3); 2) established in 2020 from OE2C savings a $2 million seed fund to promote interdisciplinary research and grow external

funding for research (see 3.1.4); and 3) set up a $1.5 million instrumentation fund from OE2C savings to refresh and grow SMU research infrastructure(see 3.2.3).

- 3.1.2 Develop a policy to enhance the effectiveness of centers and institutes in research, particularly interdisciplinary work.

  A complete list of SMU centers and institutes was compiled in 2020, and the policies of leading research universities were reviewed to identify best practices to include in a revision of SMU's policy on centers and institutes, work that will get underway in academic year 2021–22 through collaboration with the Faculty Senate and the formation of a faculty working group.

- 3.1.3 Increase internal and external support for interdisciplinary research that positions SMU as a world leader in addressing global challenges.

  For the first time in 2020–21, faculty in all eight schools and the provost's office submitted proposals for external funding. Faculty submitted 450 proposals requesting $173 million, up from the 404 proposals and $146 million in 2019–20, and 366 proposals and $124.3 million in 2018–19. The 2020–21 count included a record 151 proposals to the National Science Foundation. Also, outreach expanded as proposals were submitted to nine new state and federal agencies, 22 new foundations, and 10 new corporations.

  While most results for the 2020–21 requests are still pending, the 2019–20 proposals yielded $30.0 million in awards to University researchers, down slightly from $30.4 million in 2019–20 and $32.1 million in 2018–19.

- 3.1.4 Initiate and evaluate the seed grant program for enhancing research.

  A $2 million seed grant program was established in 2019–20 with OE2C savings to foster impactful, interdisciplinary research that would be competitive for external grants and boost external research funding. STEM and non-STEM proposals were reviewed separately by external scholarly advisory committees composed of national-academy level members and decision-makers in significant foundations. But these seed grant funds were frozen in response to COVID-19, and redirection of these funds is under consideration to support strategic investment to increase research, including cluster hires and development of large, sustained research programs.

The Dean's Research Council (DRC) in Dedman College was created in 2010–11 to competitively awarded seed funding for faculty research capable of attracting external funding. The DRC has traditionally returned $11 in grant and foundation funding for every dollar spent and continued to do so in 2020–21 with a ratio of $11.37 to $1, compared to $10.92 to $1 in 2019–20.

Objective 3.2 Improve infrastructure and administrative support for faculty applying for external funding to enable expanded collaborative research with corporations, foundations, governments, and educational institutions.

- 3.2.1 Increase annual research expenditures to $60 million by 2025.

  Increasing research expenditures at SMU is essential to advancing toward "R1 status" in the Carnegie classification of research universities. "R1" designates doctoral universities with "very high" research activity. SMU is currently "R2," denoting "high" research activity. The following graph summarizes total research expenditures, including external- and University-funded research, reported annually to the National Science Foundation. The most recent data, covering June 2019 to May 2020, shows a modest increase to $43.1 from $42.5 million in 2018–19, reflecting in part the impact of COVID-19 on SMU's research, including critical delays in lab-based and human research, and cancellation of research travel.

  Improved, more comprehensive reporting beginning in 2019 accounts for the sharp, recent increase, meaning a realistic rate of increase for projected growth in research expenditures is not the recent spike but the annual $1.6 million increase over 2009 to 2018. Accelerating this growth rate is essential to achieving "R1 status" in this decade, and will require attention to increasing the number of research-active faculty and to developing large, sustainable research programs such as the SMU nuclear monitoring program. An annual $1.6 million rate of increase projects to $51 million in research expenditures in 2025, short of the $60 million goal which would be reached in 2030–31. Doubling that growth rate in research expenditures will be required to approach the $60 million goal by 2025.

Research Expenditures, 1999–20 (millions)
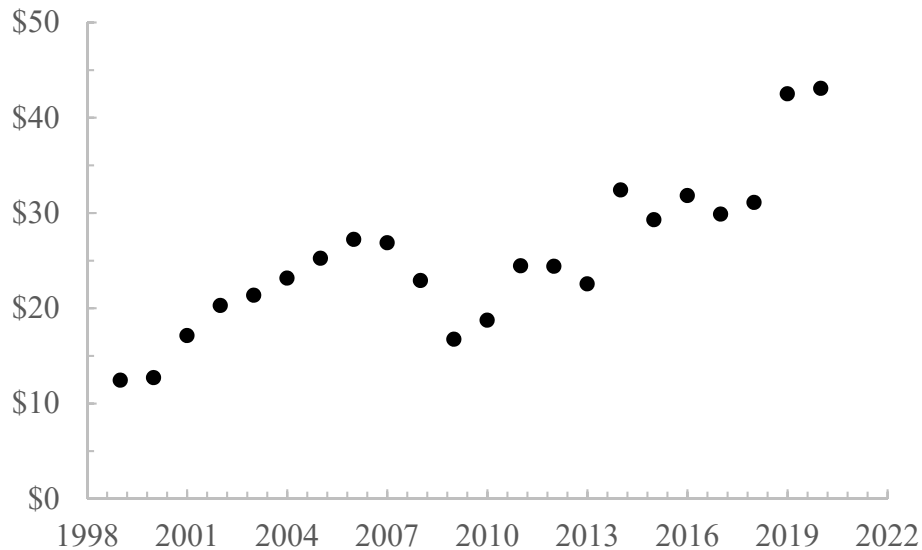
- 3.2.2 Complete funding and construction of the Gerald J. Ford Hall for Research and Innovation.

  On December 4, 2020, SMU dedicated the Gerald J. Ford Hall for Research and Innovation, a new 50,000-square-foot interdisciplinary research hub. Ford Hall houses the Linda and Mitch Hart eCenter, Center for Research Computing, Data Science Institute, Data Science Hub, AT&T Center for Virtualization, Dedman Interdisciplinary Institute and SMU Guildhall, a top-ranked graduate game design program. Ford Hall has been fully funded from gifts and other sources.

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

  In 2020–21, over $1.5 million, funded by sources other than the instrumentation fund established in 2020 (3.1.1), was spent on lab maintenance, renovations, and construction. This included fume hoods in Fondren Science, 2701 Fondren Drive (Johnson Square), Heroy Science Hall, and the J. Lindsey Embrey Engineering 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.

  This aim was completed in 2018–19 and implemented for fiscal year 2019–20. The firm MAXIMUS, retained to reassess the University's facilities and administrative rate (overhead), successfully negotiated during 2018–19 with the federal government to increase the rate to 48% from 45.5%. 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 Strengthen partnerships and collaborative development and research programs with other universities and external businesses and organizations.

    SMU's Corporate and Foundations office (CFR) completed 60 proposals in 2020–21, up from 55 in 2019–20, to corporate and foundation entities in support of faculty and staff initiatives. As a whole, the University received philanthropic support of $33,409,577 in foundation funding and $2,462,525 in corporate funding for current operations and capital projects. Both sums were slight decreases from 2019–20 when the figures were $37,791,000 and $3,414,000, respectively.

    In 2020–21, Tony Cuevas (Simmons), Corey Clark (Guildhall and Lyle) and Diane Gifford (Simmons) built on their success with the Adult Literacy XPrize competition to establish a partnership with Barbara Bush Foundation and Dollar General Literacy Foundation to develop more games for adult and family literacy; the partnership includes initial funding of $1.2 million over two years and plans for long-term collaboration.

Objective 3.3 Ensure the capability of high-performance computing to support research computing and utilize it as a basis for faculty recruitment and research investment.

- 3.3.1 Construct metrics for software and hardware for use in helping to keep SMU competitive in high-performance computing.

    In 2020–21, faculty led by the Center for Research Computing in collaboration with high performance computing support staff from the Office of Information Technology began planning the design of SMU's next generation supercomputer, ManeFrame III. Planning will continue in 2021–22 with the intent to have ManeFrame III operational in summer 2022, five years after the initial deployment of ManeFrame II.

    A recent national survey on research computing and data capabilities, completed by 40 other universities, enables benchmarking the status of SMU's high-performance computing across more than 105 categories. SMU is in the top 25% compared with "R2 status" institutions participating in the exercise, the only exception being SMU's software facing capabilities which are in the top half.

Compared with "R1 status" participants, SMU ranked in the top 25% for system and policy-facing capabilities, in the top half in software and data-facing capabilities, but in the bottom half in researcher-facing capabilities.

- 3.3.2 Strengthen faculty involvement in high-performance computing through collaboration among the Office of Information Technology, the Institute for Data Science, and the Center for Research Computing.

  In 2019–20, bylaws were approved by the provost for the creation of the Center for Research Computing (CRC) and the Data Science Institute (DSI). In 2020–21, CRC and DSI, working with the Office of Information Technology (OIT) laid the foundations for close working collaborations in the areas of data science and advanced computing.

  CRC, DSI, and OIT work together to strengthen faculty engagement with high-performance computing. Active users of ManeFrame II, defined as users who submitted at least one job, increased from 305 in 2019–20 to 372 in 2020–21, a strong increase from only 146 in 2018–19. Jobs submitted totaled only 4.7 million in 2019–20 but rose to 7.7 million in 2020–21. Faculty in 23 departments or programs in Dedman College, Lyle, Cox, and Meadows used ManeFrame II in each of the past two years. The 60 faculty responding to the annual ManeFrame faculty survey reported 140 publications; 132 presentations; and 59 grants, active or submitted, from research relying on ManeFrame II. M2 was used in a variety of graduate and undergraduate courses such as machine learning, honors physics, digital history, data science capstone, senior design in Lyle, statistics, and the MS in applied statistics and data analytics program. Also, labs in two physics courses serving more than 600 students used ManeFrame II.

Objective 3.4 Increase financial support of doctoral programs and graduate student fellowships to encourage research and creative achievement.

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

  Launch of the Moody School of Graduate and Advanced Studies in FY2021 included two new PhD fellowship programs: Moody Graduate Fellowships, which provide stipends of $30,000 per year for five years, and Moody Dissertation Fellowships, which provide financial support to students in the final stages of completing their degrees (1.5.5).

- 3.4.2 Increase the annual number of PhDs awarded to 80 by 2025, while increasing completion rate and reducing the time to completion.

  This goal for 2025 was accomplished this year as SMU awarded 82 PhDs during fiscal year 2021, up from 76 in 2020. Increasing the number of PhD graduates at SMU is essential to advancing toward "R1 status" in the Carnegie classification of research universities. Reported in the following graph are PhDs awarded since 2006. The dramatic increase in 2020 reflects in part a significant improvement in the six-year completion rate over the preceding year (3.4.3).
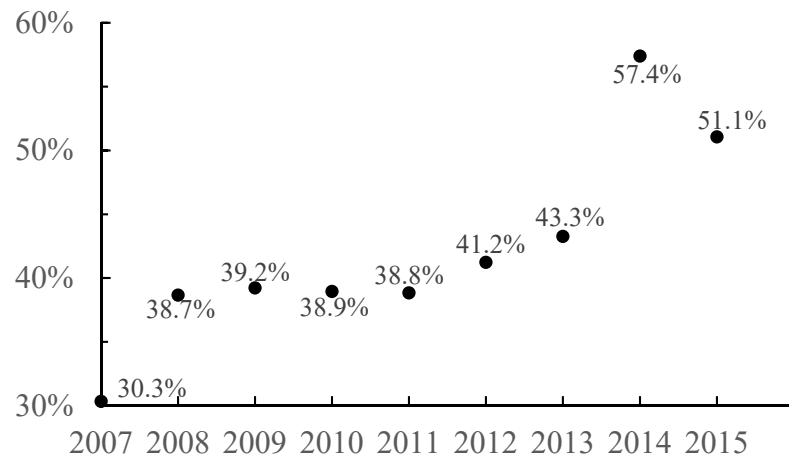
PhDs Awarded, by Fiscal Year, 2006–21
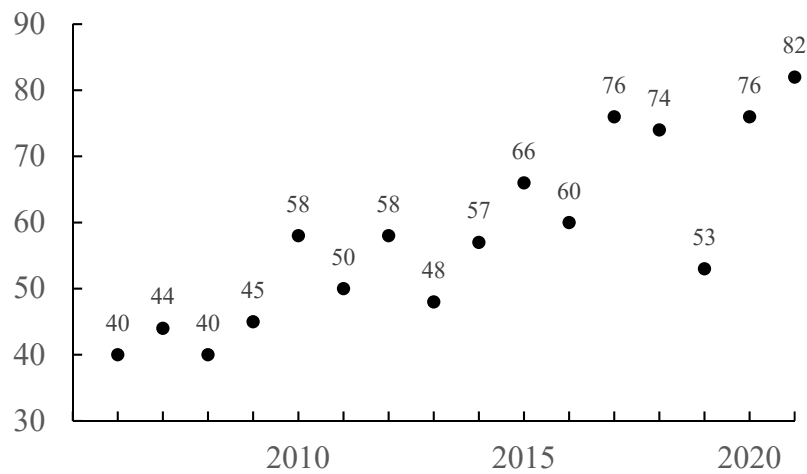
- 3.4.3 Increase the six-year completion rate for PhD degrees.

  The six-year completion rate for PhD degrees was 51.1% in fiscal year 2020–21, remaining above 50% for the second year, but down from a high of 57.4% in 2019–20.

Six-Year PhD Completion Rate, 2007–15 Entering Cohorts (%)

- 3.4.4 Increase the number of post-docs supporting research in STEM fields.

  The number of postdoctoral and non-faculty researchers reported to the NSF by SMU rose from 52 in 2018–19 to 58 in 2019–20 but declined to 52 in 2020–21, due in part to hiring limitations as a result of COVID-19. Increasing the number of postdoctoral researchers at SMU is important to advancing the University toward "R1 status" in the Carnegie classification of research universities.

Objective 3.5 Implement an updated technology transfer program.

  Progress has been made towards a more rational, more efficacious management of SMU research generated intellectual property (IP).

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

  Benchmarking in 2018 determined that there was on average one full-time employee (FTE) providing tech transfer support for every 111 faculty at SMU's aspirational peer institutions, for every 247 faculty at Colonial Group institutions, and for every 356 faculty at SMU's cohort peer institutions. In comparison, SMU has one FTE focused on tech transfer and supporting more than 500 faculty. SMU is exploring means to provide enhanced support for tech transfer, including establishing ties with specialized firms to help market and license University intellectual property.

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

  The Hart Institute of Technology, Innovation and Entrepreneurship, a joint institute spanning Lyle School of Engineering and Cox School of Business, is working to bring the business expertise of Cox School to SMU researchers with commercializable innovations. Examples include Anametric, which has licensed SMU IP to develop cyber security products based on quantum informatics. This collaboration has generated over $1 million in research funding from Anametric. Similarly, Mustang Optics, led by Hart Institute personnel, is commercializing SMU technology while funding further photonics research at SMU.

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

In 2020–21, no centrally administered funds existed for this. See the discussion at 3.1.4.

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

  SMU's policy on intellectual property is currently in revision to update and clarify the role of tech transfer at the University.

  In 2019–20, the University achieved for the first time full, up-to-date compliance with federal reporting requirements for invention disclosures resulting from federally funded research.

- 3.5.5 Develop metrics to target specific numbers of applications, licensures, start-ups, etc., each year.

  At the end of 2020–21, SMU held 43 active patents, 31 pending patents, and was engaged in 3 license negotiations. Having achieved compliance with federal reporting requirements, the Office of Research is evaluating strategies to generate a return on research, and developing metrics to optimize use of the limited funds for tech transfer.

GOAL FOUR: TO EXPAND OPPORTUNITIES FOR STUDENT DEVELOPMENT THROUGH AN ENGAGING AND SUPPORTIVE CAMPUS EXPERIENCE

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

GOAL FOUR OBJECTIVES

Objective 4.1 Enhance critical student life programs related to student performance and retention.

> Greater first-year retention (1.2.8) resulted in part from establishing the Residential Commons model at SMU in 2014, requiring students to live a second year on campus and providing a greater sense of community and connection

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

> The retention rates and graduation rates for students from underrepresented groups can be found at 1.2.10.

> Student Academic Success Programs (SASP), New Student Programs, the Rotunda Program, and the Office of Social Change and Intercultural Engagement create a sense of community with underrepresented students through various means including the RISE Institute, a three-day pre-semester program where invited participants begin connecting to one another, valuable campus resources, and key faculty, staff, and alumni.

> In fall and spring semesters during 2020–21, SMU administered a micro assessment, a two-question check-in survey as part of the SMU in Four initiative. The micro assessment gauges the self-reported academic performance of respondents, supplementing the Midterm Progress Reports in which faculty

report struggling students based on deficient grades. The micro assessment enables students to receive support based on self-reported struggles with academic performance. Distributed around midterms, the assessment has built-in interventions to connect struggling students to SMU campus support resources.

Faculty, staff, students, parents, and SMU police increasingly use the Caring Community Connections (CCC) program to identify students in need of support. In the 2020–21 academic year, there were 1,394 student concern cases raised; up 14% from 1,222 in 2019–20; 996 in 2018–19; 908 in 2017–18; 782 in 2016–17; and 708 in 2015–16. Much of the increase in CCC referrals could be attributed to greater economic hardship and academic challenges linked to the pandemic. The campuswide response, aided by the generous support of the SMU community, to address the economic hardship also resulted in more students accessing the broad-ranging and varied support SMU offers.

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

  For 2020–21, Yellow Ribbon undergraduate funding increased from 50 to 100 available spots. In the Hughes-Trigg Student Center, space for a Veterans Center was maintained throughout the renovation process and was expanded post-renovation to include a lounge and dedicated study room. The special interest seat in the Student Senate for student veterans, established in 2017–18, continues to connect student veterans and the rest of the student body.

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

  Given staff vacancies in violence prevention and health promotion as well as the demands of the COVID-19 pandemic, the bystander intervention and values programming were put on hold this year. Efforts to educate around these issues will resume in the 2021–22 academic year.

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

  SMU launched a long-awaited renovation of the Hughes-Trigg Student Center in May 2019. Design was approved in early 2019. Construction of the lower-level food service area and the Varsity was completed in August 2019, the third floor in June 2020, and the remainder of the renovation in January 2021. A few minor

projects remain including the renovation of Centennial Hall, scheduled for completion in fall 2021.

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

Throughout the pandemic, the Dr. Bob Smith Health Center provided dental services, medical care, mental health services and pharmacy both in-person and via telehealth. Also, the Health Center provided on site COVID-19 testing and COVID-19 vaccines to faculty, students, and staff.

Overall, use of traditional services declined during the pandemic because of the discouraging of in-person visits and the stringent mitigation practices that reduced flu and other respiratory infections. Medical Services and Counseling Services relied on telehealth to provide services throughout the pandemic. Fifty percent of 10,862 medical appointments and 97% of 6,151 counseling appointments were via telehealth. State licensing limitations governing telehealth services meant the Health Center was not able to care for students who returned home to states outside Texas. Health Center utilization declined both in appointments (6%) and unique patients (17%). Counseling in 2020–21 was up 2% compared to the previous year in overall appointments down 19% in unique clients. Pharmacy use declined both in prescriptions and unique patients (43%, 45%). The demand for COVID-19 testing meant laboratory utilization registered a significant increase (91%).

Demand for most traditional services decreased this past year, but Health Center utilization increased due to COVID-19 testing and vaccinations. In addition, the Health Center provided extra pop-up flu clinics outside the Health Center this year to the campus community. In 2020–21, the Health Center administered 3,165 COVID-19 tests and 5,203 COVID-19 vaccinations (2,904 first doses, 2,299 second doses). Also, in 2020–21, the Health Center administered 2,701 flu shots, compared to 3,887 in 2019–20 and 3,568 in 2018–19.

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

Virtual Orientation and its components are available to graduate and transfer students, just as for first-year students. In 2020–21, 69% of transfer students

completed the optional transition programming. For fall 2021, preliminary data shows greater transfer student participation outpacing last year.

Objective 4.2 Assess critical student life programs to ensure that they provide for intellectual and social engagement and leadership opportunities.

Due to the pandemic, campus re-imagined the MLK unity walk. The program gave opportunities to hear from student members of Black Lives Matter speak about unity and bringing the campus together. Student Affairs also celebrated and provided programming for each of the cultural months, Hispanic Heritage, Black History, and Asian American Heritage months.

- 4.2.1 Strengthen and assess programming that promotes social and civic engagement and community.

With the launching of Engage Dallas in October 2020, each Residential Commons established collaborative efforts with the Dallas community to address community needs through place-based community service. The impact and effectiveness of Engage Dallas is currently being assessed via Qualtrics instruments in a pre-, mid-, and post-test format for participants.

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

In total, Residence Life and Student Housing (RLSH) hosted 737 events and programs with a total attendance of 3,613. Specifically, there were 224 events that involved faculty members during the 2020–21 academic year. By contrast, of the 986 programs RLSH hosted for residents in 2019–20, over one-third offered opportunities for students to engage with faculty outside the classroom.

Objective 4.3 Assess critical student life programs to ensure that they provide for understanding of personal responsibility, respect for others, and diversity.

During 2020–21, Student Affairs focused on addressing the requests from the Black Unity Forum and the Association of Black Students. An equity and bias review of 24 major policies relating to student engagement, including eligibility criteria for leadership positions, protocols for operations, and priority event guidelines, sought to recommend ways for making event policies more equitable on campus. Those recommendations will be reviewed and considered for possible implementation beginning in fall 2021.

- 4.3.1 Strengthen programs designed to develop student leadership and cultural competence through community service.

  For the new Engage Dallas initiative, 11 student directors have been trained in cultural engagement to better engage in addressing community needs as they lead other students in community service. Each of the 11 residential commons has its own issue challenge in South and West Dallas: child poverty, childhood literacy, college access and preparation, community rebuilding, community well-being, environmental injustice, homelessness, food insecurity, immigration and refugee support, STEM education access, and arts as social impact.

  The Office of General Education has approved activities such as Engage Dallas, Alternative Breaks, and Mustang Heroes to fulfill the community engagement proficiency requirement of the Common Curriculum.

- 4.3.2 Continue the development of CIQ@SMU and assess the reach of CIQ@SMU with student, staff, and faculty groups across campus.

  As SMU's signature enterprise on diversity and inclusion, CIQ@SMU seeks to equip faculty, staff, and students with the skills and knowledge to manage and communicate effectively in a world characterized by complex cultural contexts. Now in its fourth year under the leadership of Associate Professor Maria Dixon Hall, Chief Diversity Officer and Senior Advisor to the President for Campus Cultural Intelligence Initiatives, CIQ@SMU is a vital element of campus life.

  In response to the restrictions on in-person training due to COVID-19, CIQ@SMU partnered with Marshall E-Learning, a global leader in diversity and inclusion training for higher education in June 2020 to convert CIQ@SMU's face-to-face curriculum to e-learning, a task completed in May 2021. CIQ@SMU's curriculum is now available on demand to the campus.

  Reinforcing the work of CIQ@SMU, Dixon Hall was appointed in August 2020 to the newly created position of Chief Diversity Officer. Also, 15 new diversity officers were appointed to provide greater support to academic and business units' efforts to provide training and support for campus members.

  CIQ@SMU partnered with Meadows School of the Arts to sponsor the three-part *the black album*, an original set of works by SMU alum and Golden Globe winner, Regina Taylor. In response to a year marked by the pandemic and social protest, Taylor and SMU invited students, professionals and the community in the arts, technology, science and activism to produce original works of self-

expression as a means of community engagement and cross-cultural learning. Over 400 original works were submitted from all over the world and included video, music, audio, images, monologues, photos, designs, text, and interviews or self-interviews. In May 2021, Taylor hosted What's Next: Block Party in which outstanding submissions were acknowledged and screened publicly. In an interdisciplinary partnership with the University Libraries and the Norwick Center for Digital Solutions, all works are now permanently displayed in the SMU archives for further study.

SMU Human Resources is partnering with the newly created Office of Diversity and Inclusion to mount specific training in support of diversity officers in their new roles and to implement the cultural intelligence training programs. During 2020–21, SMU has reviewed and refined the staff recruitment process to align with recruiting more diverse applicant pools for staff positions, expanding advertisement and outreach to more diversity organizations and publications. For similar initiatives with faculty searches, see 1.1.6.

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

The Office of Fraternity and Sorority Life (FSL) continued two established leader initiatives in virtual format during fall 2020. The FSL Summit meeting, attended by chapter presidents, council leaders, and chapter advisors, served as a kickoff meeting for the academic year. FSLead, a five-week emerging leader series focused on fraternal values and leadership, continued for its fourth year in 2021 in a hybrid format. Nineteen students (30 in 2020, 20 in 2019, and 11 in 2018) participated in weekly discussion sessions on espoused personal and fraternal values, ethical leadership, and inclusive leadership.

At FSL's invitation, the Office of Diversity and Inclusion conducted CIQ@SMU training for all incoming members of the 2021 recruitment class as well as for the incoming Greek leaders in the fall of 2020.

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

Through Zoom meetings in 2020–21, monthly all-president roundtables continued to create engagement and dialogue among the four councils and the presidents were able to build relationships and brainstorm community ideas.

Objective 4.4 Enhance career services for all students by expanding partnerships with businesses, cultural and charitable organizations, and alumni.

- 4.4.1 Enhance ongoing collaboration among the Hegi Family Career Development Center, other career centers, and the schools to provide students with more seamless career counseling as well as residential and cocurricular experiences that support their careers and life goals.

  The SMU Employer Relations Team (ERT) includes career service teams from Hegi, Cox, Lyle, and Guildhall. ERT meets monthly to collaborate and coordinate in areas such as workshops, career counseling, and programming.

- 4.4.2 Continue and improve tracking of the career placement of those awarded degrees, both undergraduate and graduate.

  The Hegi Family Career Development Center and the Office for Institutional Planning and Effectiveness partner to collect and synthesize career outcomes data for recent students who graduate. Graduates have been surveyed at time of graduation. Beginning in 2018–19, graduates were also surveyed up to six months after graduation. In 2020–21, the improved process involved enhanced data collection efforts via targeted, individual-level searches using protocols and standards approved by the National Association for Colleges and Employers (NACE) regarding the use of secondary data sources such as LinkedIn.

  Tracking student success after graduation from SMU has improved. In 2018–19 and later, graduating students were surveyed at the time of graduation and up to six months afterward. Previously, the survey data was only at the time of graduation. Even with the pandemic, 85% of the degree-earning undergraduates in 2019–20 were either employed or continuing their education, down slightly from 88% in 2018–19. The longer survey window no doubt accounts in part for the lower levels of 75% in 2017–18 and 72% in 2016–17.

  For graduate students earning degrees in 2019–20, 88% were employed or continuing education, down from 94% in 2018–19 but markedly up from 67% in 2017–18 and 69% in 2016–17 although the longer window for data gathering starting in 2018–19 accounts for part of that increase. Law school students are surveyed up to 10 months after graduation, so the most recent data, for 2019 graduates, shows 92% employed full-time, up from 90% in both of the two prior years. For full-time MBAs, surveyed up to three months after graduation, 89% of the 2018–19 graduates had accepted a job, up from 87% the two prior years.

- 4.4.3 Implement a career development program in collaboration with other SMU career centers to assist with post-graduation employment opportunities for SMU student-athletes.

  Since 2017, SMU Athletics has partnered with the Hegi Family Career Development Center to provide programming for student-athletes, including resume workshops, career fair preparation workshops, in-person networking with SMU Lettermen's Association members and other potential employers, as well as the Suits for Seniors initiative. In 2020–21, the Hegi Family Career Development Center revised The Student Athlete Career Resource Guide for SMU. The booklet provides specific career resources and foundational professional development advice for student athletes, while offering resources that SMU career centers can incorporate into their work with student athletes.

- 4.4.4 Increase the internship and career opportunities for undergraduates, and, where appropriate, graduate students.

  Between August 2020 and May 2021, there were 47,146 jobs listed on Handshake (some expired during the course of the year) and 975 students in scheduled campus interview slots. Job postings numbers dropped due to the pandemic but dramatically increased in the late spring 2021 semester. By contrast, from August 2019 through May 2020, there were 24,341 full-time positions, 9,974 internships, and 2,059 part-time jobs posted on Handshake.

Objective 4.5 Increase academic success for student-athletes, and strengthen intercollegiate programs to increase our national competitiveness.

- 4.5.1 Maintain satisfactory NCAA Academic Progress Rate (APR) standards with all eligible programs posting a multiyear score of 975 or better.

  In the 2019–20 NCAA Academic Progress Rates, 13 of the 15 SMU programs scored by the NCAA met SMU's goal of 975, with only men's soccer and women's cross country falling short of the stated goal. In 2018–19, 12 teams met SMU's internal goal of 975, with two more teams earning a 974.

- 4.5.2 Maintain average team GPA for each sport above 3.0.

  For 2020–21, 15 of SMU's 17 sports had an average team GPA above 3.0, with only football (2.867) and men's basketball (2.777) falling shy of the mark. The previous year was similar, but with football (2.944) and men's basketball (2.933) each posting a higher average GPA.

- 4.5.3 Win the most conference championships annually among member institutions.

  In 2020–21, two SMU teams (rowing and men's swimming and diving) won AAC Championships. UCF led the league with five titles, while Houston and USF each won four. In 2019–20, during a shortened spring season, one SMU team (men's soccer) won an AAC Championship, to place SMU third in conference championships behind Houston (3) and Tulsa (2).

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

  SMU finished 125th in the NACDA Directors' Cup in 2020–21. The 2019–20 Director's Cup was canceled, but SMU finished 160th in 2018–19, so the 2020–21 ranking is a 35-spot improvement from the previous Director's Cup.

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

  Eight programs qualified for postseason appearances in 2020–21: men's basketball, equestrian, football, men's golf, rowing, men's swimming and diving, women's swimming and diving and track and field. Equestrian finished as National Collegiate Equestrian Association runner-up, rowing was 11th at the NCAA Championships, and men's golf tied for 17th at the NCAA Championships.

- 4.5.6 Increase the annual Mustang Athletic Fund in Athletics by at least 3% each year.

  Even though the Mustang Athletic Fund declined by 21.9% from $3.6 million in 2019–20 to $2.8 million in 2020–21, total giving to SMU Athletics was up 12.9% to $20.4 million in 2020–21 over $18.1 million in 2019–20. The $20.4 million was the second-highest fundraising total in SMU Athletics' history. The number of donors was up 59.6% to 3,434 in 2020–21 from 2,152 in 2019–20.

- 4.5.7 Increase ticket sales and average home attendance for football, women's basketball, and men's basketball.

  Because social-distancing requirements during the pandemic caused vastly reduced seating capacities in 2020–21, attendance numbers expectedly

decreased. Football averaged 7,898 fans and men's basketball averaged 1,564. Women's basketball played just three home games prior to opting out of the season, and averaged 225 fans at those.

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

  Jennifer '86 and Mark Styslinger '87 and the Altec/Styslinger Foundation committed $4 million to name the new Styslinger/Altec Tennis Complex at SMU and provided help toward finishing the funding of that facility.

  Fundraising to construct the outdoor pool and complete the Robson & Lindley Aquatics Center and Barr-McMillion Natatorium is nearing completion.

  Groundbreaking in recognition of the lead gift for the Washburne Soccer and Track Stadium was held October 3, 2020. Fundraising for the project continues.

Objective 4.6 Continue to implement programs that increase awareness and understanding within the SMU community of the various forms of diversity such as cultural, ethnic, gender, racial, religious, sexual orientation, and socioeconomic status of North Texas.

- 4.6.1 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.

  Emblematic of SMU's outreach concerning diversity and inclusion is the Women's Symposium, an annual tradition that invites people of all genders, ages, and backgrounds to examine and discuss pressing topics. The 56th annual Women's Symposium, held virtually March 1-5, 2021, featured five podcasts and an awards ceremony, providing an opportunity for participants to hear from local scholars, researchers, and organizers who shared their experiences, and knowledge through collective discussion on social, political, historical, and personal areas that impact women and LGBT people.

  With the new Engage Dallas initiative, each Residential Commons tackles a social problem and its manifestations in South and West Dallas. Programming and learning activities help students explore the intersections of these problems with cultural, ethnic, gender and other social identities. Through completion of

these experiences, students can fulfill the Community Engagement Proficiency and Experience requirement of the SMU Common Curriculum.

- 4.6.2 Strengthen support services for international students.

  International Student and Scholar Services (ISSS) coordinates University efforts to support international students with the schools, SMU Libraries, and the Altshuler Learning Enhancement Center among others. Student Affairs and ISSS support international students through the orientation and transition process. Goals included mentoring leaders, developing community ties, and helping new students transition to SMU and the Dallas community.

- 4.6.3 Expand the impact of CIQ@SMU across campus.

  See 4.3.2 for discussion of CIQ@SMU. Dixon Hall, appointed Chief Diversity Officer of SMU in August 2020, heads up the CIQ@SMU Initiative. This new position, combined with the leadership role of CIQ@SMU, will enhance the impact of CIQ@SMU across the University.

Objective 4.7 Evaluate options for providing enhanced child development, child care, and family services for faculty, staff, and students.

- 4.7.1 Maintain the child care center and consider the feasibility of providing additional services for students, staff, and faculty with young children.

  Due to the pandemic, SMU Child Care Center paused plans to achieve National Association for the Education of Young Children accreditation. Action on this goal is expected in January 2022. In response to the pandemic and more parents working from home, the SMU Child Care Center continued to offer families the chance to participate in webinars and parenting podcasts for practical advice on parenting, caregiving, learning, and balancing work and family life.

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

  In 2020, SMU Human Resources implemented Cariloop, a caregiver support service to assist those taking care of a loved one, including elder care. This benefit is provided at no cost to benefit eligible faculty, staff, and their dependents. Throughout 2020, 105 cases were opened for various reasons. During the pandemic, outreach by Cariloop continued through virtual coaching sessions. Additional marketing and outreach are planned going forward.

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

In 2020, SMU Study Abroad was cancelled for the summer and the academic year as a result of the COVID-19 pandemic. Travel restrictions and other changes made travel more challenging and inhibited international students seeking to enroll in higher education outside their home country. Although expanding and experiencing global opportunities became more difficult to achieve during the pandemic, it is all the more essential that SMU remain committed to broadening global perspectives.

Objective 5.1 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 foreign universities, in particular Central American, South American, and Asian universities.

  SMU's schools have engaged globally through international consortial agreements, such as Lyle School's continued agreements with Feng Chia University in Taiwan, National Central University in Taiwan, Southern University of Science and Technology in China, Eastern Mediterranean University in North Cyprus, and Instituto Tecnologico Y De Estudios Superiores De Monterrey in Mexico. In addition, Dedman College's Anthropology Department has a memorandum of understanding with University of Bangui in Central African Republic for research and educational collaborations. Also, Meadows School of the Arts has a one-year master's program in arts administration with HEC Montreal and Bocconi University Milan.

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

- 5.2.1 Implement the University-wide plan for undergraduate study abroad.

  The Report of the Task Force on Undergraduate Study Abroad, submitted in summer 2018, was reviewed and approved during 2018–19. Following up on the task force recommendations, the SMU Abroad office was to survey relevant stakeholders and develop a comprehensive plan for undergraduate study abroad to be completed by late spring 2020. Development of these plans as well as all study abroad programs were put on hold by the pandemic.

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

  According to the registrar's office, the undergraduate participation rate in study abroad for academic credit for those who graduated in 2020–21 (excluding August 2021 graduates) was 26.6%, down from 29.6% in 2019–20. The rates for graduates in prior academic years were 29.0% (2018–19), 30.4% (2017–18), 27.1% (2016–17), 28.0% (2015–16), 25.3% (2014–15), and 27.0% (2013–14). These percentages do not reflect students who undertook study abroad but not for academic credit.

  Going beyond these overall figures to consider the relative rates at which each school's graduates have studied abroad (the school determined by each graduate's primary major), we find that among the 2020–21 graduates, Cox ranks first (32%), followed by Meadows (31%), Lyle (29.2%), Dedman College (25%), and Simmons (5%). The rank ordering from 2013-14 through 2019–20 was Meadows, Cox, Dedman College, Lyle, and Simmons except Simmons edged out Lyle in two of the seven years.

  Uncertainty around international travel restrictions, additional financial pressures, and changing appetites for travel and risk, combine to suggest higher education will not see a return to more typical study abroad engagement until the summer of 2022.

  The majority of SMU's undergraduates studying abroad do so during summer faculty-led programs, with fall and spring typically involving only 120-150 students. The pandemic cancelled summer programs abroad for both 2020 and

2021. Most students study abroad in their junior year, so the graduating classes of 2021 and 2022 will be most affected by the pandemic summer pauses, but with lingering effects for the class of 2023.

For these reasons, the goal of 50% of SMU graduating seniors studying abroad seems unlikely to be attained by 2025 but the aspiration serves to focus energies on stimulating students to study abroad and globally engage and better understand the changing world.

- 5.2.3 Develop sources of support for academically meritorious students with financial need to provide an international study opportunity.

  During 2020–21, with international study opportunities limited due to COVID-19 travel restrictions, proportional financial aid was provided to students who engaged in virtual internships abroad in the summer of 2020.

- 5.2.4 Develop study abroad programs for intersessions.

  With the suspension of study abroad due to the pandemic, most development of study abroad programs for intersessions was paused, but SMU Abroad did create and offer virtual study abroad options for course credit. SMU Abroad partnered with the Institute for American Universities (IAU), CAPA: The Global Education Network (CAPA), European Study Abroad (EUSA), and Cultural Experiences Abroad, Inc. (CEA), who worked with each student to find a virtual internship placement that connected students to their interests and career goals. In summer 2020, SMU Abroad partnered with CAPA and IAU for virtual internships with 22 undergraduates. In summer 2021, SMU Abroad partnered with CAPA, IAU, CEA, and EUSA for virtual internships with 25 undergraduates. SMU Abroad plans to continue offering virtual summer internships even with the return of in-person programming.

  In addition to virtual summer internships, SMU Abroad offered an online version of the SMU-in-Madrid: Arts and Culture January program with virtual tours of Madrid and of museum websites including SMU's Meadows Museum, Museo del Prado, Museo Nacional Centro de Arte Reina Sofia, and the Thyssen-Bornemisza Museo Nacional. Seven students virtually explored the art and architecture of Córdoba, Toledo, and El Escorial. The interactive discussions, group projects, and hands-on creative experiences enhanced class readings, videos, and exploration of online art collections.

Due to the pandemic, Cox School also launched several global virtual experiential learning initiatives for students in each of the MBA programs, engaging students in consulting projects with companies in Argentina, Canada, Dubai, Estonia, Germany, India, Israel, Mexico, Peru, Portugal, South Africa, and Spain.

- 5.2.5 Increase the number of courses that include an international experience during spring break.

   In 2020–21, the international components of courses with international experiences during spring break were cancelled due to COVID-19 travel restrictions.

- 5.2.6 Increase the percentage of undergraduates who graduate having completed the third semester of a second language.

   Almost half of SMU's undergraduates graduate having taken a third semester or more of a second language. The figure below shows that percentage has risen from 27.1% in academic year 2015 to 41.4% in 2016 to 51.9% in 2018 before receding to 45.9% in 2021.

Undergraduates Who Graduate Having Completed the Third Semester of a Second Language, by Academic Year, 2015–21 (%)
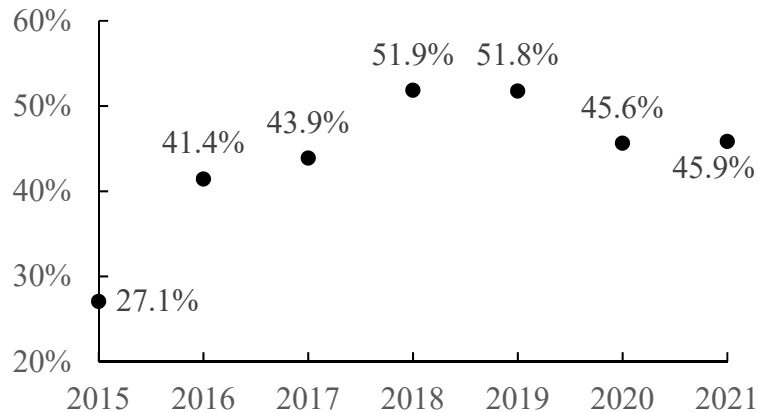
Note: Year indicates end of academic year such that, for example, 2015 is 2014–15. Figure for 2021 does not include those awarded degrees in August.

- 5.2.7 Maintain the number of courses with a robust global focus or perspective.

   The new Common Curriculum for students matriculating fall 2020 and later has a global perspectives proficiency requirement. During 2020–21, there were over

1,800 seats in courses approved as meeting the global perspectives requirement, more than sufficient to allow all students to complete that proficiency. Over a quarter of students have fulfilled this requirement in the first year, well above expectations.

- 5.2.8 Expand the number of majors who encourage study abroad in their curricular requirements.

  SMU major requirements facilitate study abroad. As an annual average from 2015–21, graduating undergraduates have counted study abroad credits toward major requirements in about 50 different majors, with the annual count fluctuating between 41 and 57, representing half to two-thirds of the majors of the graduates. The percentage of graduating seniors fulfilling one or more requirements for a major through study abroad has ranged from 13% to 16%. The pandemic lowered these numbers slightly from prior years, an effect that may be even greater with 2021–22 graduates.

Objective 5.3 Increase the international representation of students and faculty.

- 5.3.1 Develop sources of support for scholarships for the most academically and creatively talented international students.

Scholarship Support for Undergraduate International Students, Entry Cohorts, 2017–2021

International Undergraduates	*2017*	*2018*	*2019*	*2020*	*2021*
Offered financial aid	281	321	283	264	179
Offered financial aid (%)	65%	84%	76%	68%	72%
Average financial aid offered per student	$23,843	$27,103	$29,329	$26,136	$30,168
Offered financial aid and paid deposits	45	44	55	22	27
Offered financial aid and paid deposits (%)	16%	14%	19%	8%	15%

Note: 2021 figures are preliminary as of early August 2021.

SMU continues to offer only merit aid, no need-based financial aid, to international students. Among the entering first-year students for fall 2021, 179 or 72% of the admitted international students were offered academic- or talent-

based scholarships (this does not include Athletic aid), totaling over $5.4 million. Of the 179 scholarship recipients, 27 (15.1%) have paid their deposits for the fall term. Comparisons to earlier years can be seen in the table above, indicating some of the challenges the pandemic has posed to international recruitment.

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

  Restrictions on international travel this year prevented in-person visits, but SMU faculty were virtually present in myriad ways, maintaining considerable exposure to students and educators from around the world. For instance, Simmons Professor Stephanie Al Otaiba presented at three international Council for Exceptional Children (CEC) virtual conferences in 2020–21.

- 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.

  Building new relationships was challenging in 2020–21 due to the increased "noise" and competitiveness as universities who did not typically do traditional international travel seized upon virtual recruitment to overwhelm international schools and organizations. SMU strengthened its connections by conducting "alumni" events to reconnect and build on our existing relationships with educational partners (counselors and independent education consultants) who had visited SMU through the international Heart of Texas Tour (in conjunction with TCU and St. Edward's) over the past eight years.

- 5.3.4 Increase the number of international graduate and undergraduate student applications, admits, deposits, and enrollments resulting in 15% international students by 2025, with international undergraduates at a minimum of 7%.

  Immigration and emigration policies as well as the COVID-19 pandemic have affected SMU's ability to recruit and enroll international students, challenging international recruitment in regions that have historically been strong for SMU such as China, India, Latin America, and the Middle East.

  The following table presents numbers of international applications, admits and enrollments for 2016–21 calendar years.

International Applications, Admit Rates, and Yield Rates, Undergraduates and Graduates, 2016–21 Calendar Years

	2016	*2017*	*2018*	*2019*	*2020*	*2021*
Undergraduate						
Applications	1,927	2,014	1,681	1,452	1,263	1,104
Admitted	598	573	515	494	490	365
Admit rate	31.0%	28.5%	30.6%	34.0%	38.8%	33.1%
Enrollments	175	173	128	124	76	103*
Yield rate (enrolled of admitted)	29.3%	30.2%	24.9%	25.1%	15.5%	28.2%
Graduate / Professional						
Applications	3,752	3,677	3,564	2,823	2,926	2,201
Admitted	1,880	1,606	1,655	1,553	1,598	1,050
Admit rate	50.1%	43.7%	46.4%	55.0%	54.6%	47.7%
Enrollments	699	642	632	699	513	502*
Yield rate (enrolled of admitted)	37.2%	40.0%	38.2%	45.0%	32.1%	47.8%

Note: "*" The number of deposits or commitments is considered to be the enrolled number for 2021. Data for 2021 as of early August 2021. The official numbers for 2021 will be available after the census date of September 8, 2021.

The decline in international applications, admissions, and enrollment at SMU is vivid among undergraduates and graduates, as is the case for higher education across the nation. About 2,000 undergraduate applications in 2016 and 2017 declined to 1,104 so far for 2021. Previously, admits numbered between 490 and 598, but fell to 365 for 2021. Enrollments of 103 for 2021, while up from 76 in 2020, remains below the 124-175 range of 2016–19.

The decline has also accelerated in 2021 among graduate and professional applications, admissions, and enrollment. About 3,700 applications a year from 2016 to 2018, declined to about 2,900 in 2019 and 2020, before dropping to 2,201 in 2021. Graduate international students admitted were about 1,600 or

more between 2016 and 2020 but declined to 1,050 in 2021. International graduate students enrolled were above 600 each year from 2016 to 2019 but fell to 513 in 2020 and farther to 502 in 2021.

The University and the schools will be closely monitoring and responding to the challenges for attracting and retaining international students. The new Moody School will help focus and coordinate this at the graduate level.

In spring 2020, with the backing of the Faculty Senate, SMU began allowing international students to demonstrate English proficiency using the Duolingo English Test. This decision provided another testing option in addition to the TOEFL and IELTS. The online Duolingo exam provided an important alternative when the TOEFL and IELTS in-person exams were cancelled worldwide due to the pandemic.

- 5.3.5 Enhance services for international undergraduate students that improve retention and graduation rates.

Coping with the pandemic led to revised processes that improved services for international students during 2020–21. Orientation programs for international students have been moved to virtual platforms. International Student and Scholar Services and the University Advising Center have revamped communications with admitted, deposit-paying international students to make the I-20 request process more efficient and facilitate course registration. During the pandemic, walk-in hours to meet with an advisor successfully transitioned to virtual. Even after in-person advising returned, students have often sought to meet with an advisor virtually. Last year, the Optional Practical Training application became completely electronic. In all, over 30 document processes have been moved to virtual using DocuSign. This has improved service and communication with students, especially when students are out of the country.

Retention rates suggest support services for international undergraduates help SMU retain and graduate these students at rates comparable to those for all undergraduates (1.2.8 and 1.2.9). Indeed, retention of international undergraduates for the 2015–17 cohorts matched or surpassed the overall University goal of 94% for 2025, although the rate then fell to 89.3% and 90.0%. The upward trend of the international undergraduate four-year graduation rates resembles that of all undergraduates since 2012 but internationals often trail all undergraduates for the six-year and four-year rates.

First- to Second-Year Retention Rates, International Undergraduate Entry Cohorts, Fall 2008–Fall 2019 (%)
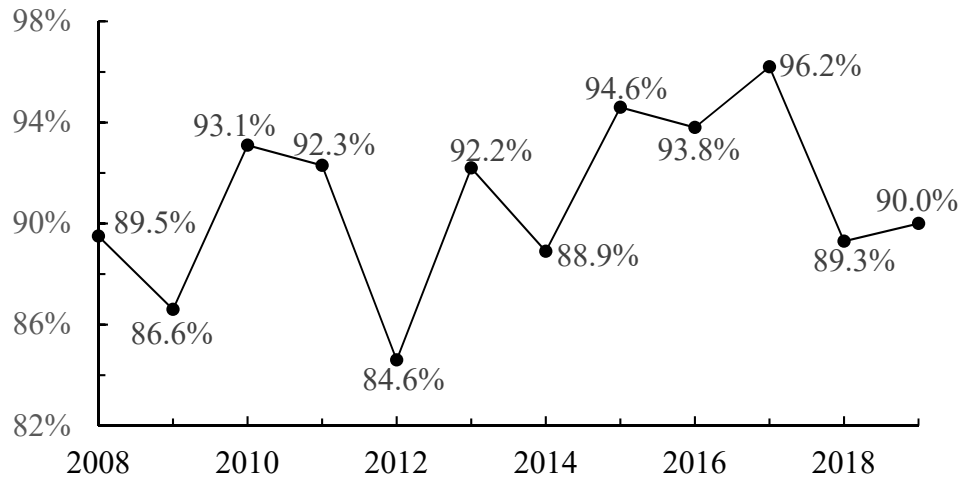
Note: Retention for the 2020 international entry cohort will be available after the 12th day of undergraduate classes, the official census date of September 8, 2021.

Four- and Six-Year Graduation Rates, International Undergraduate Entry Cohorts, Fall 2008–Fall 2016 (%)
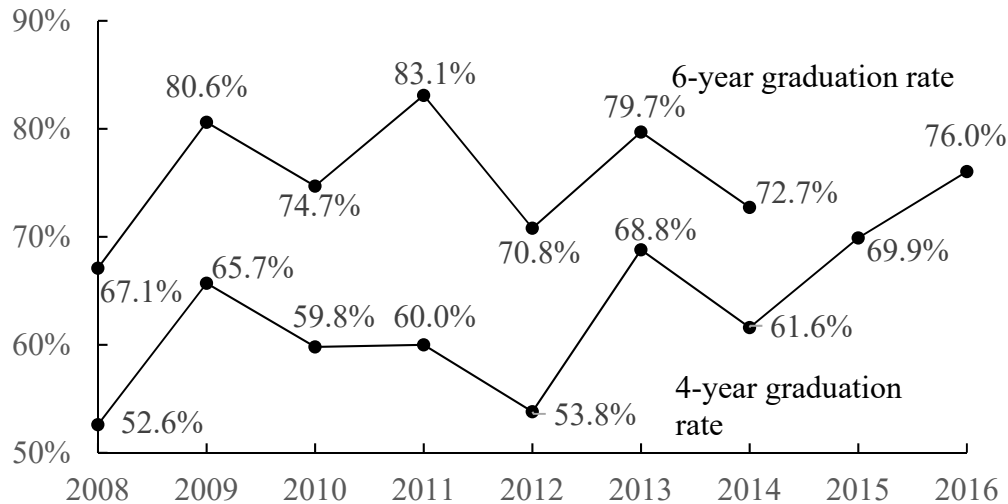
Objective 5.4 Share research and best practices throughout the country and worldwide through interdisciplinary programs to raise SMU's visibility and reputation to the nation and the world.

Social media outreach by SMU (6.4.3), seeks to leverage SMU's advances and progress. The $100 million Moody Foundation gift establishing the Moody School of Graduate and Advanced Studies was a major breakthrough in terms of visibility and raising the reputation of SMU. In the years ahead, the work of the Moody School itself will further support SMU's higher profile and progress.

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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

Objective 6.1 Develop, as appropriate, initiatives to improve the efficiency and effectiveness of University functions.

- 6.1.1 Evaluate the measures identified for each initiative to ensure that processes are effective and 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, there are currently seven initiatives implemented or underway with oversight from Operational Excellence leadership.

  Metrics, posted on the Operational Excellence (OE2C) 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 has been saved annually from administrative functions to be redirected to the academic sector. In fiscal year 2020–21, over $5.4 million in funds were allocated from Operational Excellence recurring and one-time savings.

Objective 6.2 Develop an inclusive, transparent budgeting process that recognizes strategic priorities while lowering 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 positions funded through unrestricted means to those directly supporting strategic priorities.

  In response to COVID-19, SMU enacted a hiring freeze for fiscal year 2020–21. New faculty hires were approved only with one-time, non-recurring funding to fill critical vacancies or meet unanticipated curricular needs.

  Since Organizational Design and shared services efforts were completed in 2015, SMU has made progress in limiting the growth in unrestricted staff positions to those strategically focused or supporting additional revenue sources. In fiscal year 2020–21, there were 1,589 unrestricted staff positions, similar to the number for the prior two years (1,582 in 2019–20 and 1,568 in 2018–19). Unrestricted staff positions added in fiscal year 2020–21support the University's research, diversity, academic support, and technology initiatives. The review and approval of new staff positions focus on assuring that new positions support strategic priorities and new revenue sources.

- 6.2.2 Evaluate the percentage of the budget that supports academic functions to ensure that emphasis remains on the academic mission.

  Total resources spent on the academic mission (financial aid, instruction, research, and academic support) increased since Operational Excellence (OE2C) was implemented in 2014–15. The proportion of total expenditures for these academic expenses increased from 62.8% in 2014–15 to 66.7% in 2019–20, an increase of $138 million.

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

- 6.3.1 Continue momentum from the previous campaign by focusing on targeted key priorities and preparing for the next campaign.

  As of May 2021, SMU's new campaign had total commitments of over $618 million in support of the University's highest priorities. At its May 2021 meeting, the Board of Trustees authorized the formal launch of the campaign to occur in September 2021.

In fiscal year 2020–21, SMU experienced the highest gift revenue in its history for the second straight year, surpassing $145.45 million in total support, up from $121.5 million in 2019–20.

- 6.3.2 Complete funding for existing capital projects.

  The Gerald J. Ford Hall for Research and Innovation was completed and fully funded from gifts and other sources (3.2.2).

  A gift from the Styslinger family/Altec led to the naming of the SMU tennis facility as the Styslinger/Altec Tennis complex and completed the funding. Funding for Athletics capital projects has also been discussed at 4.5.8.

  Efforts to complete funding for the Owens Arts Center renovation, Cox School expansion and renovation, Washburn Soccer and Track Stadium, and the residential land development and surface parking for the Frances Anne Moody Hall (1.5.2) are ongoing.

- 6.3.3 Continue processes and staffing structures to provide greater support for ongoing University operations, sustaining current-use giving at $50 million annually.

  Following the successful conclusion of SMU's three-year *Pony Power* initiative, challenges created by the COVID-19 pandemic gave SMU the opportunity to add a year to the initial drive. *Pony Power Plus* became a bridge that again focused fundraising on current-use designations and encouraged gifts at all levels. Emphasis was placed on the Student Emergency Fund with revenue received increasing by 95% over the prior fiscal year. Together with other current use support, SMU received revenue of over $60 million dollars.

  SMU Giving Day continues to grow in contributions and participation, and its return in 2021 after a year's hiatus due to COVID-19 was no exception. On April 13, 5,244 donors contributed $2.5 million during the 24-hour initiative, a strong increase over March 5, 2019 totals (3,250 donors and $1.4 million).

- 6.3.4 Develop new ways to cultivate and motivate major donors identified during the previous 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.

  Seven additional $1 million or more donors in fiscal year 2020–21 brought the new total to 166.

Major gifts fundraising efforts in 2020–21 resulted in 163 commitments of $100,000–$999,999 in support of all areas of the University, including scholarships, faculty support, facilities, and programs. This is an increase over the 144 and 118 commitments of the two prior years.

The Board of Trustees reviewed a donor recognition plan in spring 2021, including the creation of two new recognition programs: the creation of a $1 million lifetime society likely to launch in 2021–22 and a new recognition club for parents who annually give at least $25,000.

- 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.

The Office of Gift Planning continues to offer significant support for the University's overall fundraising goals. In fiscal year 2021, the 15 new expectancies for which estimates were provided totaled $3.1 million. Planned gifts that matured and were paid during the fiscal year totaled $11.5 million. Comparable figures for fiscal year 2020 were $12.1 million and $2.6 million, respectively. During fiscal year 2021, eight new donors were included in the 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 the fiscal year 2020–21, 70 newly substantially endowed scholarships and fellowships were added, raising the total to 3,579.

Support for scholarships (outright gifts and pledge payments) during fiscal year 2021 totaled over $35.2 million, equally divided between gifts to endowed scholarships and gifts to operational scholarships.

Endowed faculty positions are also discussed at 1.1.1.

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

Overall, in 2020–21, 981 alumni volunteered to participate through Annual Giving and Alumni Relations channels as fundraisers, admission volunteers,

career volunteers, committee members, and alumni chapter leaders, down from 1,079 in 2019–20. These figures straddling the pandemic's effect on alumni activities compare with 1,443 alumni volunteers in fiscal year 2018 and 1,164 in fiscal year 2017.

Objective 6.4 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 the *U.S. News & World Report*'s 2021 Best Colleges SMU is again ranked among the top 20% of national universities (66 out of 388 institutions). In Texas, only Rice and the University of Texas at Austin ranked higher.

In its 2021–22 report, the Center for World University Rankings ranked SMU among the top 1.6% of world universities (314 of 20,000 institutions evaluated).

SMU Guildhall was ranked No. 3 in the world by *The Princeton Review* for its graduate game-design program.

Cox School of Business

- 44th full-time MBA program in *U.S. News & World Report*'s 2022 Best Business Schools (March 2021). Over 400 schools are analyzed for this ranking.

- 10th in the world for faculty quality in the full-time MBA program in fall 2019 rankings from *The Economist.* Also, sixth in the world for "potential to network" and 19th in the world for "breadth of alumni network."

- 42nd full-time MBA program in the nation out of 94 programs ranked in 2020–21 by *Bloomberg Businessweek*.

- 45th among the nation's business schools in the most recent Forbes ranking of full-time MBA programs (2019), based solely on return on investment.

- A Top 10 Business School to Watch in 2021 as recognized by Poets & Quants for Undergrads. (January 2021).

- 26th among the nation's top 93 BBA programs in winter 2020–21, by Poets & Quants for Undergrads, based on admissions standards,

academic experience and employment placement. This is an expected drop from 18th last year due to Cox now admitting most BBA students as first-years. Previous rankings were based on data for BBA Scholars, a small, select group; now the rankings are based on data for the larger number of BBA students admitted directly from high school.

- 47th in the *Inc. Magazine*/Poets & Quants' 2021 ranking of "The World's Best MBA Programs for Entrepreneurship."

- 15th Master of Business Analytics Program in the nation according to *TFE Times* (Spring 2021).

- 27th Executive MBA program in the nation in spring 2020 rankings from *U.S. News & World Report*.

- 27th Executive MBA in the nation and 47th in the world in spring 2020 rankings from *The Economist*.

Dedman School of Law

- 52nd (up from 56th) in 2022 Best Law Schools in *U.S. News and World Report*.

- 12th in *Pre-Law* Magazine's Best Schools for Legal Technology (Winter 2021).

- 28th in percentage of recent graduates placed into associate jobs at the nation's largest 100 law firms, according to the *National Law Journal*'s Go-To Law Schools in March 2021.

Lyle School of Engineering

- Top 26% of *U.S. News & World Report*'s Best Undergraduate Engineering programs (2020).

Simmons School of Education and Human Development

- 59th among graduate education schools in the nation by *U.S. News and World Report* in March 2021, an increase by four places from the prior year and significantly higher than 105th in 2019. Among national private universities, Simmons ranks in the top 15. Among all public and private

schools in Texas, Simmons ranks third, behind only the University of Texas at Austin and Texas A&M.

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

As part of efforts to increase awareness about the quality and accessibility of an SMU education, SMU continued for a third year an advertising campaign that targeted teenagers and parents of teens in North Texas: "You Belong Here" emphasized the welcoming, inclusive community of SMU. This campaign shared stories of the impact students and alumni have on their professions and communities. In 2021, digital ads generated 28 million impressions but 20% fewer than in the prior year. However, by focusing on having prospective students take specific actions, such as scheduling a visit or going to the admission website, the campaign helped generate more than 464 application submissions for the fall 2022 class, up 65% over the previous year.

Additionally, SMU sponsored for the third year the Excellent Educator Awards, a program NBC5 tailored for SMU to honor five outstanding elementary, middle and high school teachers in the DFW area. Changes enhanced this ongoing partnership: a time slot shift from morning to noon increased visibility among key demographics; a shift to a virtual discussion format meant more interaction during the broadcast between the SMU official presenting the award and the recipient. SMU appeared as the named sponsor on all promotions, and received advertising space throughout the NBC5 programming day, as well as on the station's website, during streaming views and on social channels. Even though SMU reduced its ad spending on this program by half, the program generated 8.1 million broadcast impressions in 2020–2021 and delivered 918,000 digital impressions, exceeding the 2020–21 target of 523,000 digital impressions.

- 6.4.2 Build external support for the goals of the SMU strategic plan.

In 2020–21, in response to the ongoing COVID-19 pandemic, the scope of support for SMU's strategic plan grew to encompass preservation of the University's reputation for excellence and upholding health and safety through in-person instruction while delivering a significant portion of the curriculum virtually. The development and maintenance of a separate COVID-19 communications network included special websites, town halls, a dashboard to track on-campus infections, a recurring e-newsletter, and frequent email communications, all designed to maintain transparency and support teaching and

learning at the highest levels. The effort served to demonstrate a reasoned approach to crisis in support of the University's upward trajectory, contributing to record admissions in fall 2021 and strong momentum for fall 2022.

In fall 2020 the 2019–20 Annual Progress Report on the SMU strategic plan was shared with executive boards of each school and major center at SMU.

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

Development and External Affairs maintained 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 2021 demonstrate continued improvement over fiscal year 2020.

Among higher education leaders there was an 89% increase in impressions (9.6 million compared to 5.0 million in 2019–20) and a 46% increase in conversions (140,980 compared to 96,694). Impressions count the number of times SMU content has been shown to individuals in target audiences. Conversions count the number of times individuals take specific, meaningful action to engage the SMU content they see, such as by clicking through to an SMU website, viewing an SMU video all the way to completion, or filling in an SMU web form to get more information.

Among alumni and North Texans there was a 12% increase in impressions (20 million compared to 19.6 million) and a 6% decrease in conversions (18,639 compared to 19,921).

Among prospective students there was a 71% increase in impressions (44.8 million compared to 26.2 million) and a 49% increase in conversions (92,260 compared to 62,026).

Across all audiences there was a 6% increase in mentions over traditional media (149,000 compared to 140,000) and a 15% increase in mentions over social media (372,420 compared to 324,000).

SMU grew its social media followers on Facebook, LinkedIn, Twitter and Instagram from 250,000 in 2019–20 to 265,000 in 2020–21, a 6% increase.

Objective 6.5 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.

  Over the 2020–21 fiscal year, the endowment pool generated a 32.0% return, outperforming the 30.7% return of SMU's policy benchmark. This is the highest one-year return achieved by the SMU endowment since the early 1980s. Over the past five years, ending June 30, 2021, the endowment pool generated an annualized 11.5% return versus the policy benchmark 10.7% return. At the end of June 2021, the market value of SMU's endowment totaled $2.098 billion.

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

  As of June 30, 2021, SMU's one-year endowment pool return was 32.0% versus the median return of 31.0% for the Cambridge Associates (CA) universe of public and private endowments. For the five-year period ending June 30, 2021, SMU's endowment pool returned 11.5% versus the median return of 11.3% for the endowments in the CA universe.

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

  The campuswide implementation in 2021 of STABLE, an integrated work management system, is supporting technology, assets, buildings, logistics and events management. In 2021–22, Concept3D will launch. Concept 3D is an interactive map that enhances the SMU experience by creating a completely customized platform featuring real-time notifications, campus wayfinding, and virtual tours.

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

  During 2020–21 the Sustainability Committee, made up of students, faculty, and staff from across the University, among its various activities, helped support the Environmental Society, the largest sustainability-focused student group on campus. Other initiatives include SMU's Environmental Representatives who provide peer role modeling, serve as a resource on sustainability questions, and promote environmentally conscious behavior within their assigned residential

communities. Also, Engineers Without Borders-SMU is a nonprofit student organization that engages students to implement sustainable water, power, sanitation, and infrastructure solutions in developing communities around the world.

- 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. Gerald J. Ford Hall for Research and Innovation received LEED Silver certification in fall 2020. Facilities completed all requirements for Dallas Hall's recertification of LEED EBOM (Existing Buildings, Operations and Maintenance) status in summer 2020 and achieved LEED EBOM Gold recertification.

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