

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

PROGRESS REPORT
2018–2019



INTRODUCTION

This is the third 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 2018 through May 2019 toward Strategic Plan goals and objectives set forth in *Implementing the Strategic Plan*.

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

Because the implementation plan will be updated annually, it will provide the flexibility for SMU to address and act on emerging needs and opportunities as well as respond to changes within the national and global context of higher education. Indeed, we have refined a few of the metrics and objectives in this annual progress report as a result of our ongoing review and planning. Next academic year, the fourth year of the current strategic plan, will be a timely one for a comprehensive review and, where appropriate, revision of the goals, objectives, and measures in the implementation plan for SMU's strategic plan. The proposed revisions will be presented to the Board of Trustees at the May 2020 meeting.

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 1st and ends the following May 31st. The academic year begins with the fall term and goes through the August summer term.

This *Progress Report 2018–2019* is being presented to the Board of Trustees at its September 13, 2019 meeting and then will be distributed to the broader University community. This annual update is intended not only to underscore our aspirations, but also to help ensure that incremental progress will be made throughout the decade. The goals are ambitious, but the progress toward achieving them will reinforce to the entire SMU community the remarkable opportunities that exist for the University.

GOALS AND OBJECTIVES

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

A university is measured by the quality of its faculty, students, alumni, libraries, and facilities. These are – and always will be – the primary areas where qualitative growth and development are essential. For SMU to fulfill its goal of becoming one of the nation’s finest educational institutions, distinguished faculty appointments must be made at the senior and junior ranks. Our concomitant rise in student profiles, both in quality and diversity, is equally important. Both of these elements will require additional endowments that enable the University to make permanent progress.

GOAL ONE OBJECTIVES

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

The University is increasing its success in winning national awards and faculty recognition. A new peak of 44 such awards was achieved in 2018-19, more than doubling the number from three years ago (21 in 2015-16).

Significant awards during 2018-19 included an election as a Fellow of the American Association for the Advancement of Science – Jodi Cooley (Physics); three faculty named Fulbright Scholars – Evelyn Parker (Theology); Jayson Sae-Saue (English); and Doris Baker (Teaching and Learning); a Library of Congress Kluge Fellowship – Ariel Ron (History); and an SMU author’s book being named by the *Chronicle of Higher Education* as one of the Most Influential Books of the Past 20 Years – *History Manifesto* (2014) coauthored by Jo Guldi (History).

Klaus Desmet (Economics) received the Robert E. Lucas Jr. Prize for “The Geography of Development.” The Lucas Prize is awarded biannually for the most interesting paper published in the *Journal of Political Economy*.

Jodi Cooley (Physics) has been named the 2019 Klopsteg Memorial Lecture Award recipient. The award, given by the American Association of Physics Teachers, recognizes educators who have made notable and creative contributions to the teaching of physics.

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

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

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

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

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

These commitments raise the number of substantially endowed faculty positions to 121, constituting 24.9% of SMU's 486 tenured and tenure-track faculty. (To reach the one-third goal with 486 faculty would require an additional 41 endowed chairs or professorships.)

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

Currently the schools and the Provost provide funding for startups to recruit exceptional faculty to SMU; typically, startup funding is split 50/50 between the school and the Provost. Startup funding to newly hired faculty members often is paid out over a three- to four-year period. The Provost has a recurring annual budget of \$500,000 for startup funding and has access to any overhead recovery budget surplus each year. Startup commitments from the Provost to faculty members successfully hired in fiscal year 2019 totaled approximately \$1.6 million, and the Provost had unpaid startup commitments to faculty members hired prior to fiscal year 2019 of about \$5.3 million. The University will continue to work to increase the amount of startup funding available in the Provost's budget to support and encourage exceptional faculty recruiting.

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

There were no new joint degree programs approved during 2017-19 but several are in the planning stages. For instance, in 2018-19, the Lyle School, Dedman College, and the Cox School developed proposals for two new interdisciplinary undergraduate academic programs: a major in data science and a minor in data science. This is further discussed at Goal Two, Objective Two (2.2.1). Teaching & Learning faculty in the Simmons School are exploring two possible degree programs with the Department of World Languages in Dedman College: (1) adding a bilingual component to the M.Ed. with Educator Preparation program and (2) developing an undergraduate bilingual education major.

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

As part of a review of all University policies, the promotion and tenure policy has been modified to provide greater clarity and uniformity across schools on the selection of external reviewers and the evaluation of teaching by students and faculty colleagues. Information on third-year reviews, early consideration of tenure, and abbreviated or accelerated tenure review for faculty hired at an advanced rank are included in the revised policy which will be considered for approval in 2019-20.

- 1.1.5 Review determinations of cohort and aspirational peer institutions for continued use as guidelines for salaries, benefits, faculty support, and student

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

This objective, revision of the cohort and aspirational peers, has been accomplished during the 2017–18 academic year although the review process is always ongoing. A task force reviewed the list of SMU’s cohort and aspirational peers and made recommendations concerning the suitability of current and potential peers for use in comparing salaries, benefits, faculty support, and student support. The proposed and adopted changes were few, leaving 10 of the 12 in each peer set the same. Boston University moved from cohort to aspirational peer; Lehigh moved from aspirational to cohort peer. Vanderbilt rolled off as an aspirational peer and Marquette did so as a cohort peer. Northeastern joined the aspirational peers and Villanova joined the cohort peers. The revised sets of peers, with 2019 *U.S. News & World Report* rankings in parentheses (SMU ranked 59th), are as follows:

Aspirational Peers (2019 U.S. News & World Report Ranking)

Boston College (38)	Notre Dame (18)
Boston University (42)	Tufts (27)
Brandeis (35)	Tulane (44)
Carnegie Mellon (25)	U. of Rochester (33)
Emory (21)	USC (22)
Northeastern (44)	Wake Forest (27)

Cohort Peers (2019 U.S. News & World Report Ranking)

American (78)	Syracuse (53)
Baylor (78)	TCU (80)
Fordham (70)	U. of Denver (96)
George Washington (63)	U. of Miami (53)
Lehigh (53)	U. of Tulsa (106)
Pepperdine (46)	Villanova (49)

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

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

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

Review of the percentages of full-time, instructional faculty for African-Americans, Hispanics, Asians, and two or more races at peer institutions reveals that SMU matches or surpasses the average percentages for peer institutions, but trails among Asians. SMU's 4% of African-American faculty for fall 2017 was above the 3% average of aspirational peers and equal to the 4% average for the cohort schools. Averages for other underrepresented groups were Hispanic 6% (SMU), 4% (aspirational peers), and 5% (cohort peers); Asian 8% (SMU), 11% (aspirational peers), and 9% (cohort peers), respectively; and two or more races 1% (SMU), 1% (aspirational peers), and 1% (cohort peers).

In official data for fall 2018, SMU had 28 African-American full-time, instructional faculty at all ranks, 18 (or 64%) of which were tenured or tenure-track. Out of 45 Hispanic faculty, 28 (or 62%) were tenured or tenure-track. Out of 65 Asian faculty, 55 (or 85%) were tenured or tenure-track. Faculty identifying with two or more races numbered seven, with two (or 29%) being tenured or tenure-track.

Official data on new hires for the 2018–19 academic year indicate that among the 64 new, instructional faculty hires, African-American faculty numbered one (2%), Hispanic two (3%), and Asian seven (11%).

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

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

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

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

Average ACT Score for SMU’s Entering Fall Students

<i>Year</i>	<i>ACT</i>	<i>Year</i>	<i>ACT</i>
2013	29.4	2017	30.3
2014	29.7	2018	30.6
2015	29.8	2019	30.6
2016	29.8		

Transfer academic quality can be gauged by average GPA for the enrolled transfer students. For the fall entering transfer cohorts in 2017 and in 2018, the average GPA has been around a 3.4 and initial indications for 2019 are similar. In the 2018 spring entering transfer cohort with 113 transfers, 3.298 was the average GPA. Even with a larger number of transfers into SMU (174), the average GPA increased in spring 2019 to 3.358.

The Nancy Ann and Ray L. Hunt Leadership Scholars Program encourages students to combine learning and leadership, enabling outstanding student leaders from all walks of life to come to SMU. There are currently 95 Hunt

Scholars at SMU, 28% of whom are from diverse backgrounds. Eight of the 24 Hunt Scholars arriving in fall 2019 have served as President of their high school student council or senior class. Hunt Scholars continue to develop their leadership skills at SMU: 12 (22.6%) of the Student Senate positions are occupied by Hunt Scholars and 13 (17.8%) of the SMU Student Ambassadors are Hunt Scholars. For the 2019-20 year, all three undergraduate student body officer positions will be occupied by Hunt Scholars, and two Hunt Scholars will serve as Student Representatives to the Board of Trustees. The Hunt Scholars entering in fall 2019 averaged 1441 on the SAT and 32.1 on the ACT; in fall 2018, 1410 and 30.4; and in fall 2017, 1402 and 30.7. These ACT and SAT averages range between the 94th and 98th percentile of test takers.

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

The Dedman College Scholars Program is now in its eleventh year and currently awards scholarships to top Dedman undergraduate students – with 49 returning as sophomores, juniors, or seniors in fall 2019. Since the inception of the Dedman College Scholars, 32% of the scholars are from diverse backgrounds. SMU Trustee Carl Sewell and Peggy Sewell issued a matching challenge to Dedman College donors in November 2017, following the launch of the Pony Power initiative. Because of these generous gifts and the renewed support of additional donors, 25 Dedman College Scholars, about double the average of the incoming cohorts from 2009-17, will enter SMU in fall 2019 with an average ACT of 34 (99th percentile for ACT test takers in 2015-17).

The BBA Scholars Program and the Business Direct Program continue to attract academically accomplished students with business interests to SMU. The 119 BBA Scholars entering in fall 2018 had an average SAT score of 1494, and an average ACT of 33.2. The 109 Business Direct Students entering in fall 2018 class had an average SAT score of 1423, and an average ACT of 31.6.

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

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

SMU students who won notable, prestigious awards during 2018-19 include Megan Bartrum and Megan Brown, graduate students, who were awarded Fulbright awards to conduct dissertation research in Brazil and Costa Rica respectively. Of the five semi-finalists for the Fulbright award, one undergraduate student was named an alternate to Spain. Seven Fulbrights were awarded in 2017-18, and three Fulbrights were awarded in 2016-17.

Five SMU undergraduates were awarded Gilman Scholarships to study abroad in France, Thailand, Senegal, Italy, and South Africa in 2018-19. Four Gilman Scholarships were awarded to SMU undergraduates in 2017-18. One Gilman recipient, Siddhakshi Solanki, was also awarded a highly selective Boren Scholarship to study French and Wolof in Senegal. The previous SMU undergraduate Boren Scholarship award winner was in 2012.

SMU undergraduate, Tyler Giallanza, was awarded a Goldwater Scholarship, which is designed to foster and encourage and encourage outstanding students to pursue research careers in STEM fields.

Graduate student quality can be measured by the Graduate Record Exam (GRE) verbal scores in the humanities, and by the GRE quantitative scores in STEM fields (natural sciences, mathematics, and engineering) and economics. Average scores for fall 2019 Ph.D. students who have matriculated were 161 verbal (86th percentile) for the humanities, and 153 quantitative (77th percentile) for the sciences, mathematics, economics, and engineering. The average quantitative score for STEM fields and economics declined from last year, understandable given the nationwide decline in international graduate applications over the past two years. The average verbal score for humanities increased from last year,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- 1.2.4 Enhance recruitment, scholarship support, and retention initiatives designed to increase the racial, ethnic, and socioeconomic diversity of the

student body as well as the four- and six-year graduation rates of diverse students.

For the fall 2019 entering first-year class, SMU, funded by an unrestricted bequest, offered an additional \$1 million (\$250,000 per year) dedicated to underrepresented students admitted to SMU. In addition, in fiscal year 2019 another \$640,975 was provided from other donors for this purpose, either in the form of outright gifts or payments on earlier pledges, for a combined fiscal year 2019 total of \$890,975. In fiscal year 2018, donors gave SMU more than \$72,000 in additional multi-year current-use commitments and a new \$500,000 endowment commitment. In fiscal year 2017, donors made new commitments totaling almost \$450,000 to support student diversity for the fall 2017 entering class. In fiscal year 2016, generous donors committed \$1.4 million to provide scholarships supporting student diversity for the class entering in fall 2016. Overall, donors have contributed more than \$4.29 million in current-use and endowment funds toward this effort in the last four years. Such funds are essential to recruit and retain highly qualified, diverse students to SMU.

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

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

In 2018-19, the Diversity sub-committee of the Lyle Executive Board raised over \$30,000 in annual scholarships for students from diverse backgrounds. This sub-committee has strong representation from local corporations who consider a diversified workforce highly beneficial. For the incoming fall 2019 class, nine diverse scholars received scholarship offers; three have accepted. Additionally, the Lyle School was able to offer an enrolled first-year diverse student a scholarship, enabling him to continue his pursuit of a computer science major.

Perkins School of Theology's enrollment in fall 2018 consisted of over 40% students of from underrepresented ethnic groups. In addition, Perkins is

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

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

Review of the average undergraduate enrollment percentages at our peer institutions reveals that SMU approximates the percentages of our peers. For fall 2017, the most recent data available, the percentage of African-American undergraduate students at SMU, 5%, matched the average for the aspirational peers but trailed the 6% average for cohort peers. Averages for other underrepresented groups include Hispanic 11% (SMU), 10% (aspirational peers), and 13% (cohort peers); Asian 6%, (SMU) 14% (aspirational peers), and 7% (cohort peers); and two or more races 4% (SMU), 4% (aspirational peers), and 3% (cohort peers).

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

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

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

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

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

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

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

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

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

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

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

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

In April 2019, the SMU Black Alumni group assisted in calling admitted African American students and their parents to help convince them to attend SMU. The Rev. Dr. Sheron Patterson '83, SMU Trustee and alumna, and her husband, Robert, again opened their home and hosted a reception for admitted African-American students from the Dallas area. Of the 13 students who attended the reception, 9 have committed to SMU. Five will attend in the fall and four will attend starting in the spring.

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

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

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

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

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

The Meadows School continued its working arrangement with Hanover Research. Hanover delivered a commissioned report in 2017-18 to the Meadows School that was based on a survey of counselors and teachers at 428 high schools within six targeted recruiting markets. Hanover also helped identify additional high-potential recruitment markets across the nation. As a result of, in both 2017-18 and 2018-19, Meadows recruitment travel focused with positive results on a limited number of markets where the need to improve the Meadows brand awareness and perception can be combined with prospects for significant growth.

In the Simmons School, Teaching and Learning offers an annual full-day Beginning Teachers Institute that elevates academic recognition of Simmons and SMU. In each of the past three years, the Institute has introduced about 100 new North Texas teachers to SMU and the many educational opportunities that the University provides. In spring 2019, teachers were drawn from 21 schools in North Texas, up from 16 in spring 2018.

In partnership with the College Board, the Simmons School offered a four-week Advanced Placement (AP) teaching training program, providing AP instruction to 479 teachers in 19 subject areas in summer 2019, compared to 454 and 16 in summer 2018. In these two years this was held on SMU's main campus and marked a substantial increase over spring 2017 on the SMU-in-Plano campus which had 241 teachers in 12 subject areas. This program continues a nearly 30-year tradition. SMU was the first university in Texas to offer an AP Institute and largely set the standards and practices for all other AP Institutes that have since developed.

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

The first-year retention rate came in at 90.6% for the cohort entering in fall 2017, a decrease of 0.3 percentage points from the fall 2016 cohort's retention rate. Percentages and entering cohorts for earlier years were 90.5% (2015), 90.3% (2014), 89.3% (2013), and 88.9% (2012). The first-year retention rate for the cohort entering in fall 2018 is not available at the time of this report.

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

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

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

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

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

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

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

Graduate and Professional Applications by School, 2016-19

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

Note: 2016, 2017 and 2018 data are through the end of the admission cycle including both fall and spring entry; 2019 data are as of August 8, 2019 and reflect applications for the fall term only. “—” indicates data not available.

A new position in support of Ph.D. recruiting, funded through savings from Operational Excellence (formerly Operational Excellence for the Second Century [OE2C]), was filled in academic year 2018-19. The Office of Graduate Studies established a contract with Direct Development, a marketing agency specializing in higher education, to test the use and efficacy of social media to improve the number and quality of graduate admissions.

A faculty task force considering the possibility of creating a graduate school completed a report in March 2018 that assessed the role of graduate schools at aspirational and peer institutions. The establishment of a new graduate school will get underway during the 2019-20 academic year. A graduate school would initially focus on Ph.D. programs with the goals of improving Ph.D. student quality and completion rate. A Graduate Council has been convened with representation from the University’s Ph.D. granting schools to establish governance rules, policies, and procedures for the graduate school prior to its creation, and to review and advise the Graduate School after its creation.

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

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

In 2018-19, 424 new transfer students entered SMU (250 in fall term and 174 in spring term), an increase from 292 in 2017-18 and 402 in 2016-17.

We continue to partner with EAB/Royall & Co. to assist with direct marketing to potential transfers. Our transfer student processes are assessed and refined each year to remain strategic regarding admission decisions, financial aid and scholarship packages, as well as transfer credit evaluations.

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

In 2018-19, official census figures show minority students made up 38.2% of the new transfer students, contrasted with 37.0% in 2017-18 and 34.6% in 2016-17. For fall 2019, preliminary data shows this to be 40.6%.

The grade repeat policy instituted in fall 2018 and applied to transfer students has resulted in making many more transfer students eligible for admission. The new policy results in higher transferable GPAs for students and corresponds with similar policies at Texas community colleges as well as with SMU's repeat policy for non-transfer students. The policy change also creates more equitable treatment between transfers and SMU first-year students who are allowed to repeat up to six classes.

Diversity of the overall student body has been previously discussed in response to Goal One, Objective Two (1.2.5).

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

To speed up the process of approving transfer courses, a project was completed to create more specific transfer course equivalencies in *my.SMU*, the student

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

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

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

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

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

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

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

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

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

SMU Human Resources (HR) manages all talent acquisition and talent management activities for staff. Compensation, recognition, and professional development are among the top retention tools. The establishment and adoption of a market-based compensation program allows the University to make competitive talent choices and drive internal predictable pay practices that are fiscally responsible. Staff recognition awards and processes have been improved, resulting in, among other matters, a revitalized, more formal Staff Celebration and Convocation, followed by a 25+ Years of Service luncheon. During 2018-19, Human Resources created an ongoing advisory committee for staff recognition. Feedback from the campus community reflected appreciation for these and associated changes. SMU HR continues to provide training throughout the year to staff and managers and continues to enhance the professional development offerings. Faculty, staff, post-doctoral students, and student workers engaged in over 10,000 hours of training including online tutorial (protection of minors, harassment and discrimination prevention, data security and privacy, FERPA), as well as professional and manager development workshops, custom training, and facilitated team sessions. Franklin Covey’s Leading Across Generations workshop, introduced to managers in 2018-19, gives leaders a profound understanding of the differences among generations.

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

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

The collaboration between Simmons and the Guildhall led to the creation a mobile game application that increases the literacy skills of adult learners. The app tied for the Grand Prize in the Xprize competition (\$1.5 million) and also won an additional prize for the most effective app to help adult English Language Learners. See Goal One, Objective Seven (1.7.2) and Goal Five, Objective Four (5.4) for further discussion of this collaboration.

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

Examples of highly visible faculty recruits for 2018 and 2019 follow.

Nicos Makris joined the Lyle School of Engineering in fall 2018 as the Addy Family Centennial Professor in Civil Engineering. A world-renowned authority on earthquake engineering, Dr. Makris' research interests are in the protection and design of structures against natural and human-made hazards. He is also a leading authority on the reconstruction and preservation of ancient monuments and stone arches in areas with high seismic hazard. Dr. Makris is a member of Academia Europaea, the European Union's Academy of Humanities and Sciences as well as a Distinguished Visiting Fellow of the Royal Academy of Engineering in the United Kingdom.

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

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

Anthony Petrosino, Professor of Teaching and Learning and Associate Dean, joined the Simmons School of Education and Human Development in 2019. He received his Ph.D. from Vanderbilt University and his most recent position was at the University of Texas at Austin. His research interests include students understanding of experimentation, engineering education and the development of expertise. He is co-founder of the nationally recognized UTeach Program.

Stefano Recchia, John G. Tower Distinguished Chair in International Politics and National Security, was hired in summer of 2018 but will officially join Dedman College in fall 2019. He received his Ph.D. from Columbia University and his most recent position was at the University of Cambridge. His expertise includes international security, civil-military relations, military intervention decision making, postwar reconstruction, and just war theory.

Marcell Steuernagel joined the Perkins School faculty in July 2018 as the director of the Master of Sacred Music program, which is run in collaboration with Meadows. Steuernagel is expected to spearhead new efforts to create joint programs with Meadows. A native of Brazil, he is well positioned with numerous contacts throughout Latin America to enhance the global perspectives and programs of Meadows.

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

- 1.5.2 Encourage faculty expertise and interdisciplinary research that are based on data science and the use of big data.

With Operational Excellence (OE, formerly OE2C) funding, the University upgraded high-performance computing with ManeFrame II, a state-of-the-art system that is over eight times faster than ManeFrame I, as well as more energy efficient. ManeFrame II provides faculty and students access to one of the most powerful, academic high-performance computing systems in the nation, supporting over 30 externally funded grants and more than 90 projects involving about 100 faculty, 119 graduate students, 17 undergraduates, and 42 postdoctoral fellows or senior collaborators in 16 departments in Dedman College, the Lyle School, the Cox School, and the Simmons School during 2018-19. ManeFrame II has its greatest impact on research in the sciences, social sciences, and engineering, but usages by faculty in the departments of Marketing, Anthropology, and History, as well as the Center on Research and Evaluation (CORE) in the Simmons School are significant and noteworthy. The discussion of ManeFrame II will be continued in Goal Three, Objectives Two (3.2.3) and Three (3.3).

Based on the recommendations of a Faculty Task Force report on Data Science in July 2017, bylaws have been written to support the creation of a Data Science Institute at SMU that will coordinate and facilitate interdisciplinary research and educational programs engaging in data science.

SMU central administration, SMU's National Center for Arts Research (NCAR), and the Meadows School worked on a friendly merger and acquisition of DataArts that resulted in August 2018 in a single, combined research center at SMU in Dallas: SMU DataArts: the National Center for Arts Research. NCAR maintained current data on 15,000 large and small arts and cultural organizations as well as data on arts consumption by almost 30 million households throughout the United States. The largest provider of this data was DataArts in Philadelphia with whom NCAR had collaborated since 2012. DataArts operated the Cultural Data Profile (CDP), completed by every arts and cultural organization that applies for a grant.

SMU DataArts, in its first year of operation in 2018-19, aggregates national-level data and provides a wealth of tools designed to help arts leaders and arts organizations thrive. Combining NCAR and DataArts offers SMU the opportunity to become, unassailably, the nation's leading provider of data and

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

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

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

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

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

Supporting joint Cox School-Bush Presidential Center initiatives and activities, the Niemi Center for Economic Growth and Leadership Development sponsored

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

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

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

Innovative scheduling outreach during 2018-19 by the Meadows Museum included “Dali in the Dark” and “Fortuny on a Friday.” Both expanded participation to the Museum, shattering records with on-campus visitations by students as well as overall attendance records.

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

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

On August 1, 2018, Holly Jeffcoat became the new Dean of SMU Libraries. With the Dean’s arrival the new organizational structure took effect with six of the seven SMU Libraries reporting directly to the Dean of SMU Libraries and the Underwood Law Library having a dotted reporting line to the Dean. The SMU Libraries and the Dedman School of Law established a Relationship Agreement that defines the reporting structure and upholds the American Bar Association (ABA) accreditation guidelines.

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

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

The SMU Libraries benefited from a 15% increase to the general collections budget in fiscal year 2018-19. The Libraries utilized the additional funds, along with other savings, to maintain access to core resources at risk of cancellation and to expand current holdings.

The DeGolyer Library, supported by endowment funds and gifts, continued to build its collection of primary materials, acquiring several thousand books, pamphlets, broadsides, maps, manuscripts, photographs, and ephemeral materials. Notable acquisitions are too numerous to list but consider two: the entire library of the National Railway Historical Society (NRHS), an organization with over 7,000 members, received as a gift, and items from the estate of railroad historian and photographer William D. Middleton, Jr., also received as a gift. These gifts help solidify DeGolyer's position as one of the preeminent libraries in the nation for railroad history

- 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 for data science.

SMU Libraries take an active role in interdisciplinary initiatives on campus. Consider one example: Fondren Library hosted the Think-Play-Hack pilot in January 2019. Librarians provided research and GIS support. Developed by Jo Guldi, Associate Professor of History, and colleagues, Think-Play-Hack is a distinctive model that integrates researchers, Ph.D. students, and local professionals from non-profits and industry to tackle an international problem through interdisciplinary brainstorming with original data sets.

Research librarians across campus taught over 350 sessions for nearly 4,700 students throughout the 2018-19 year. Instructional sessions include course-integrated information literacy instruction and workshops outside of the course. Workshops covered topics that addressed specific needs of different patron communities (undergraduates, graduate students, first-year students).

The SMU Libraries' Norwick Center for Digital Solutions (nCDS) continues to digitize thousands of photographs, manuscripts, imprints, audio-video materials, and works of art held in the all of the SMU Libraries special collections, and make them available online via the SMU Libraries Digital Collections web site. The site has received millions of page views since its inception in 2008. All digitization projects are preserved in perpetuity following industry best practices.

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

The DeGolyer Library's exceptional collection of National Bank Notes, 1865-1935, represents 349 Texas towns and hundreds of individual Texas banks. Using a TexTreasures 2019 grant of \$25,000, awarded by the Texas State Library and Archives, the DeGolyer Library and Norwick Center for Digital Solutions (nCDS) are digitizing and making available on the internet 556 Texas National Bank Notes comprising 1,668 files. The freely accessible files will be useful in the study of Texas history, banking, commerce, numismatics, and genealogy.

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

The increase to the general collections budget in fiscal year 2018-19 brought SMU Libraries closer to the top 100 academic libraries in collections budget.

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

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

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

After evaluating prospects for SMU-in-Plano in fulfilling SMU's mission, the decision was made in 2018 to sell the SMU-in-Plano campus. That sale was completed in June 2019.

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

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

SMU Guildhall will be brought to the main campus and located in the new Gerald J. Ford Hall for Research and Innovation. Four indications of prospects for greater Guildhall integration with the main campus include: (1) faculty in the Simmons School and in the Guildhall have collaborated to create an award-winning app to promote literacy for adult learners – “Codex: Lost Words of Atlantis” The app puts users into the role of an archaeologist traveling the world to decode artifacts. As users work to decipher ancient languages, players are actually building a foundation for literacy. (See Goal One, Objective Five (1.5), and Goal Five, Objective Four (5.4) for further discussion of this collaboration.) (2) The projected development of the Master of Arts in Design and Innovation (MADI) program is an expected setting for greater Guildhall involvement in Meadows and Lyle. (See Goal 2, Objectives Two and Six (2.2, 2.6.1) for a discussion.) (3) Dedman College biochemistry professors and the deputy director of research at Guildhall are leading an assault on cancer in partnership with fans of the best-selling video game “Minecraft.” The use of crowdsourced computing in addition to high-performance computing allows rapid sorting through millions of compounds to identify those that have the greatest potential

to treat cancer. (4) SMU Guildhall collaborated with Simmons faculty to create a low-cost VR simulation to train surgeons for cervical cancer treatment, as discussed at Goal Three, Objective One (3.1.2).

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

The Associate Provost for Curricular Innovation and Policy Oversight has oversight of SMU-in-Taos. The Director of Operations and the William P. Clements, Jr. Endowed Executive Director of SMU-in-Taos continue to expand academic and research aspects of the campus. A revised Strategic and Master Plan for SMU-in-Taos began in spring 2019 under the planning expertise of Omniplan, the same firm that completed the earlier SMU-in-Taos Master Plan. In June 2019 a planning workshop was held with key staff members and stakeholders to discuss opportunities and challenges of the campus facilities. The group also discussed the functionality and flow on the campus and ways to enhance user experiences and educational opportunities. A draft master plan is expected in fall 2019 and will be reviewed by staff, leadership, and the SMU-in-Taos Executive Board.

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

SMU-in-Taos student enrollments in 2019 increased over 2018 by 2%. Student enrollments in 2019 were 103 in January, 65 in May, 54 in June, and 55 in August for a total of 277. Corresponding figures for 2018 were 94 in January, 57 in May, 55 in June, and 55 in August, for a total of 261. This 2018-19 SMU-in-Taos offerings included new field schools in Engineering and Geology. January Term 2019 was the second largest term in SMU-in-Taos History, with students virtually at capacity and a substantial wait list.

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

In 2019 plans were completed for installation of 628 square feet of solar panel on the Wendorf Information Commons that would produce 19,465 kilowatt hours of power and supply 100% of the electric power to the Information Commons. In 2020, SMU-in-Taos will continue to move forward on implementing these plans and anticipate a savings of over \$1,300 on the first

year's electric bill. SMU-in-Taos leadership also met with Kit Carson Electric in 2019 to explore the feasibility and prospective impact of implementing large-scale solar energy on the campus. This solar field would require six to eight acres for a one mega-watt facility comprising 4,000 solar panels producing 2.6 million kilowatt hours per year with one mega-watts of storage. These discussions were suspended to explore a partnership with the neighboring Pot Creek community to secure a natural gas line.

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

SMU-in-Taos leadership met in January 2019 with 15 community organizations and New Mexico universities to form strategic research partnerships. This initial meeting was sponsored by the Town of Taos. Collaborative service learning and research projects led by SMU-in-Taos summer faculty began in summer 2019 with Amigos Bravos, Taos Main Street Association, Taos Valley Acequia Association, the Taos Pueblo, and the Picuris Pueblo. Projects included a water quality study, a pueblo building project, and acequia cleaning on the Vigil y Romo. Students also assisted in cleaning and excavating historical and cultural lands of Picuris Pueblo, continuing to grow the long-standing partnership of SMU-in-Taos with Picuris Pueblo.

GOAL TWO: TO IMPROVE TEACHING AND LEARNING

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

GOAL TWO OBJECTIVES

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

The Provost appointed a General Education Review Task Force in August 2016 in response to a Faculty Senate resolution passed in January 2016, charging the Task Force to review the University Curriculum, recommend improvements, and propose a revised and refreshed general education curriculum. University-wide meetings to discuss the proposed Common Curriculum were held in 2017-18. Based on those conversations, a final version of the Common Curriculum was issued in September 2018 and voted upon by the SMU faculty in October 2018. With over half the faculty voting, the proposed Common Curriculum was approved by a 70% to 30% margin. The Committee on Academic Affairs of the SMU Board of Trustees held a special meeting in February 2019 to thoroughly consider the proposed curriculum. At its next regularly scheduled meeting, the Committee recommended approval by the SMU Board of Trustees which occurred on February 22, 2019. The Common Curriculum should launch in fall 2021.

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

The Center for Teaching Excellence (CTE) seeks to assist the growth of a university culture that values, supports, and rewards effective student-centered teaching. CTE promotes the pursuit of academic innovation by providing

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

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

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

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

The first online certificate, Cloud for Systems Integration, was successfully delivered as a custom offering for L3 Technologies. This certificate will be offered open enrollment in fall 2019 and spring 2020. Production began for two additional, approved online certificate courses: (1) Data Visualization and Storytelling and (2) Aligning Cybersecurity for the Business.

The Continuing Education Program Council (CEPC), chaired by the Provost and composed of the associate provost and the deans, has approved 10 online certificates: Cloud Application for Complex Systems Integration, Aligning Cybersecurity to the Business, Data Visualization and Storytelling, Data Mining and AI, ESports, Important Tasks within Natural Language Processing, Introduction to Deep Learning, IP Security, Systems Security Basics, and Systems Security. The first is being offered and the next two are in production.

SMU has robust experience with an example showing the potential of online education: the Master of Science in Data Science (M.S.D.S.). Students take five terms to complete the program. This online program began offering classes in January 2015 to its first cohort of 21 students. As of May 2019, across all cohorts, M.S.D.S. has grown to 350 students. The first cohort graduated in August 2016. As of May 2019, SMU has 286 M.S.D.S. alumni.

The Cox School launched its Online MBA program in May 2019. The entering cohort has 16 students, the desired enrollment level planned for this first cohort.

An agreement reached with one of Lyle's corporate partners, allowing employees to enroll in degree seeking courses earlier in their career while providing an increase in tuition reimbursement towards Master of Science degrees boosted continuing education enrollment in that Weekend Format program from 53 in 2017 to 108 in 2018, a 104% increase.

Starting in fall 2018, the Perkins School has offered an innovative hybrid program for both its Master of Divinity (M.Div.) and Master of Arts in Ministry (M.A.M.) degree programs targeted to the constituencies of its Houston-Galveston Extension Program. The program has attracted 38 new students, contributing to the 30% growth in full-time student headcount from spring 2018 to spring 2019. Students will be able to complete the M.Div. program in three years and the M.A.M. program in two years without having to relocate or invest significant time commuting. In addition to program faculty with extensive online teaching experience, 19 Perkins faculty have now completed "Online

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

The Global Theological Education program is completing the Virtual Visiting Professor, a pilot project that provides educators located anywhere with programming from around the globe. These resources include short videos, readings, guided discussions, and online discussion groups. Materials from the Perkins School as well as materials from Africa and the Philippines are already available. These materials represent Perkins’s contribution to the Global E-Academy of the United Methodist Church as found in the discussion of Goal Two, Objective Two (2.2).

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

For those subject areas in which students benefit from consistent course offerings, this consistency has been developed and maintained. Yet students also benefit from a variety of course offerings in intersessions given the interrelationships of the University Curriculum, majors, and student preferences. Undersubscribed courses have been culled from the offerings. Student participation in intersessions is strongly correlated with greater and quicker degree completion. Whereas 70% of the first-year cohorts entering SMU between fall 2010 and spring 2015 graduated in four years, those in these cohorts who attended intersession graduated in four years at a higher 78% rate. The same pattern held true when measured by six-year graduation rates: 78% of the first-year cohorts entering SMU between fall 2009 and spring 2014 graduated in six years, but those in these cohorts who attended intersession graduated in six years at a higher 89% rate.

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

Dedman College has developed online courses for the first two semesters of six languages (Chinese, French, German, Italian, Latin, and Spanish) for the summer, January, and May interterms. In summer 2017, the program launched with limited course and section offerings. Some 52 students enrolled. During

2017-18, with more robust course and section offerings, 252 students enrolled, and 224 during 2018-19. These online courses have decreased the number of students petitioning to take language courses at other institutions, mainly online and often of a lesser quality, and captured SMU student tuition revenues that otherwise would go elsewhere.

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

CTE support of new faculty has also been discussed at Goal Two, Objective One (2.1.1). During 2018-19, CTE launched two new initiatives to provide greater support for faculty. The first was a pilot of a “Thank-a-Professor” program. The purpose of the program is to provide students an avenue to share their gratitude for outstanding teaching at SMU with a personal note. In its inaugural year, 134 Thank-You cards were sent to faculty from undergraduate and graduate students. The second was “Teaching Thursdays,” a monthly informal gathering of faculty and CTE staff that promoted discourse and the sharing of ideas and resources regarding teaching and classroom management. Moreover, CTE hosted the annual Teaching Effectiveness Symposium, which had over 160 faculty members in attendance. To encourage innovative teaching, CTE awarded Just-in-Time Teaching and Technology grants to 14 SMU faculty, up from 13 in 2017-18, down from 19 in 2016-17. These small grants promote teaching improvements such as the use of virtual reality, digital design, and active learning techniques. In addition, CTE trained 27 SMU faculty members from six different schools to teach online through an in-house Online Teaching Faculty Training (OTFT) course. Two instructional designers housed in CTE focused on assisting faculty in course development, deployment, and evaluation, particularly online. Together they provided 94 individual consultations to faculty.

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

CTE took a step back from increasing the percentage of faculty using CTE to one-third annually. During 2018-19, approximately 23% of full-time SMU faculty attended CTE programming or utilized services, a decline from 26% and 30% in the two immediately preceding years. This decline can be partially

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

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

The Meadows School of the Arts has recast the Division of Art into a more contemporary and futuristic Division of Art and Design. The academic realignment places studio arts, creative computation, and design/innovation in the same division and encompasses the Master of Arts in Design and Innovation (MADI) as a joint program with the Lyle School. The director of MADI holds a joint appointment in the Meadows School and the Lyle School. Incorporating the SMU Guildhall into MADI is under discussion as a future extension of the digital arts direction. MADI is also discussed at Goal Two, Objective Six (2.6.1).

The Linda and Mitch Hart Institute for Technology, Innovation and Entrepreneurship was announced in January 2019. The Hart Institute will draw on the Cox School and the Lyle School to enhance SMU's ability to cultivate and launch engineering entrepreneurs in North Texas and beyond, advancing SMU's vision to promote technology and entrepreneurship through a business plan competition award, an entrepreneur-in-residence initiative, graduate fellowships, a faculty fellows program, and a technology transfer fund.

For the Virtual Visiting Professor program, the Global Theological Education program (GTE) in the Perkins School is drawing on partners from within SMU (Journalism, the Simmons School, and the Hunt Institute for Engineering and the Humanities) as well as global partners from Methodist institutions in Asia, Africa, Europe, and Latin America. As of June 2019, consultations in Africa and Asia have been completed, and the first resource creation seminar in the Philippines has been concluded. By August 2019, the web-based distribution project, involving both a website and an intranet device will be available to users. During spring 2020, resource creation seminars will be held in Uganda and Cuba. This Virtual Visiting Professor program is also discussed at Goal Two, Objective One (2.1.2).

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

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

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

Teaching & Learning faculty in Simmons are exploring two possibilities with the Department of World Languages in Dedman College: adding a bilingual component to the M.Ed. with Educator Preparation program and developing an undergraduate bilingual education major.

Dedman Law secured an additional \$2 million commitment to expand the activities of the Tsai Center for Law, Science, and Innovation. This brings the total funding for the Center to over \$5 million. The research-focused academic center explores how law and policy affect scientific research and discovery as well as the development and commercialization of new technologies. The Center has hosted important conferences and lectures, sponsored multiple research projects, and created new and innovative courses.

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

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

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

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

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

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

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

from the Academic Policies Committee of the Faculty Senate as designated by the Faculty Senate.

In 2018-19, the Academic Affairs Committee of the SMU Board of Trustees approved the establishment of the B.A. and the B.S. Earth Sciences degrees in Dedman College, the M.S. in Organizational Psychology degree in Dedman College, the online MBA degree in the Cox School, the M.Ed. in Urban Educational Leadership degree in the Simmons School, and SMU's Common Curriculum. Modifications to 19 programs and processes were approved, if necessary, or considered as items of information. Also, the Committee approved discontinuance of three undergraduate degrees and were informed about the discontinuance of eight minors. During 2017-18, one new degree program (Master of Education in Higher Education in the Simmons School) was approved and the Academic Affairs Committee was informed about four new minors and one revised minor. No programs were discontinued. In the 2016-17 academic year, two new degree programs (the Ph.D. in Theoretical and Computational Chemistry in Dedman College and the Master of Science in Health Promotion Management, a joint degree program with the Simmons and Cox schools) and substantive changes to two other existing programs were approved by the Academic Affairs Committee.

There were academic programs reviews for six departments in academic year 2018-19: Civil & Environmental Engineering (Lyle), Physics (Dedman College), Advertising (Meadows), Philosophy (Dedman College), Electrical & Computer Engineering (Lyle), and Mathematics (Dedman College).

All Meadows programs for which professional accreditation is available are reviewed and accredited every 10 years by the appropriate accrediting body. Non-accredited divisions follow the University's timetable. In 2018-19, the Temerlin Advertising Division was reviewed. The review was thorough and suggested some opportunities and some improvements that could be made for the Division moving forward.

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

Now in its 24th year, SMU Music Educator Workshops at the Meadows School – among the largest of their kind in the U.S. – offer professional development credits, certifications, and chances to learn from some of the industry's top

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

SMU's interdisciplinary Certificate in Ethics and Compliance is discussed at Goal Two, Objective Seven (2.7).

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

During 2017-18, the goal for SMU continuing education was to develop a framework and financial strategy to guide the University moving forward. Agreements were negotiated with the deans, including the mission, definitions, governance, and financial strategy. *Collaborative Framework for Continuing, Digital, and Online Education at SMU* (May 2018) serves as the basis for the development and launch of new programs and courses to serve alumni and new populations. The launch of an online Cyber-Security M.S. program in January 2020 and the MBA online that began in May 2019 are discussed at Goal One, Objective One (2.1.2).

Since fall 2015, continuing education efforts undertaken by Perkins have been on the rise in number of programs, diversity of programs, and participation. For example, the Perkins Fall Convocation, formerly known as Ministers Week, had a registration of 39 in January 2015. Registration hit 150 in January 2016, 128 in November 2016, 218 in November 2017, and 145 in November 2018. In addition, a free public evening event draws people from across the Southwest. In 2016, Professor N.T. Wright, the prolific biblical scholar at the University of St. Andrews, drew an audience of more than 1,500 to campus. In November 2017, 2,300 attendees filled McFarlin Auditorium to hear bestselling author Anne Lamott. The November 2019 Fall Convocation will feature world-renowned guidebook author and travel TV host, Rick Steves, and will serve as a centennial celebration of the Fondren Lectureship, established in 1919.

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

The new push for continuing education, discussed at Goal Two, Objective Four (2.4.1), will develop several programs and certificates in the years ahead, among them an online cyber-security master's degree program beginning in January 2020. Development of online courses and programs, discussed at Goal Two, Objective One (2.1.2), will also address this objective.

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

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

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

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

From fall 2016 through summer 2019, approximately 588 undergraduates participated in programs supported by the Office of Engaged Learning. About half of these students repeated their experience through a different program project, resulting in 877 funded projects. The number of projects has increased over the years: 250 in 2016-17, 304 in 2017-18, and 323 in 2018-19. The following table presents data on the number of projects and maximum award amounts committed to each type of Engaged Learning program over the last three years.

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

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

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

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

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

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

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

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

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

Dedman Law's corporate counsel externship program is serving as a national model. Some students have chosen to attend law school at SMU because of the program. Launched in fall 2013 with 30 students, enrollment has increased to 53 students in 2016, 70 in 2017, and 90 in 2018. The program has been right-sized to 80 for fall 2018 to better balance student numbers in the externship and in law school clinics.

The Dispute Resolution program in Simmons places students in international internships in locations such as Rwanda, Bosnia, Jordan, and Greece. Students are also placed in a variety of local sites, including The Lone Star Justice Alliance, The American Heart Association, and GameStop.

The Counseling program in Simmons partners with over 200 mental health agencies, hospitals, and schools in which Counseling students provide 240 hours of clinical counseling services over a two-semester time frame. Every student completes a 2-semester, 30-week internship to fulfill the academic requirements of the degree. Regularly, 25 to 35% of the student interns are offered permanent employment at their internship sites upon completion of their internships.

The two Applied Physiology and Sport Management (APSM) master's programs in Simmons require an internship. Since 2011, the APSM program has placed over 500 students in internships, most of which are in the Dallas/Fort Worth area. During 2018-19, APSM placed 75 interns.

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

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

Students engaged in internships have ebbed in recent years. Graduate students taking one or more transcribed (for-credit and non-credit) internships totaled 703 in 2018-19, down from 855 in 2017-18, 819 in 2016-17, and 844 in 2015-16. Undergraduates taking one or more transcribed internships totaled 609 in 2018-19, down from 678 in 2017-18, 713 in 2016-17, and 708 in 2015-16.

Graduating seniors who had a transcribed internship experience in their undergraduate career amount to one-third or more of each graduating class: 32.6% among the 2018 graduates, 34.7% in 2017, 36.4% in 2016, 38.7% in 2015, and 36.3% in 2014.

The Hegi Family Career Development Center led campuswide employer relations efforts to visit five companies. During these visits nearly 100 participating students from all majors met with executives and participated in

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

Working with the Hegi Family Career Development Center to increase internship opportunities can benefit from and promote closer relationships with SMU alumni. In a joint effort between the Hegi Family Career Development Center and the Office of Alumni Relations, alumni Career Volunteers provided one-day externships for SMU Students. This program facilitates connections between SMU students and alumni through one-day externships. These job shadows take place on one day over winter break, increase student exposure to industry opportunities, and have led to subsequent internship opportunities and even full-time hires. During the 2018-19 winter break, 31 students completed 35 SMU Connection externships in Texas, New York, Connecticut, Massachusetts, Tennessee, Georgia, Washington, Pennsylvania, and California, with 77% of the externships taking place in North Texas. Students were matched with alumni in their industry of choice and explored opportunities in healthcare, fashion, sports, consulting, finance, advertising, legal, financial advising, investment banking, wealth management, operations management, human resources, sales, sports and entertainment, real estate, and education.

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

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

In recent years, the Maguire Center for Ethics and Public Responsibility has provided Faculty Incentive Grants for the development of new ethics courses that integrate ethics into a faculty member's area of study. In the 2018-19 year, the program began its final phase of issuing grants. Through funding from the Faculty Incentive Grant over the last four years, faculty from 14 different departments in Dedman College, Lyle, Perkins, and Simmons have developed 21 distinct courses for undergraduate and graduate programs.

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

All Simmons School programs integrate ethics into their courses. Ethics is substantively integrated into the Teaching and Learning curriculum to comply with TEA requirements and is reviewed as an aspect of state accreditation. All Simmons Ph.D. students are required to take four one-credit Synthesis & Integration seminars that emphasize professional ethics in the context of research and scholarship. Counseling has doubled the number of required ethics courses (from one course to two) for graduation beginning with students who enrolled in the 2017-18 academic year.

The Maguire Center for Ethics and Public Responsibility partnered with the Cox School of Business Executive Education and the Dedman School of Law to create SMU's first interdisciplinary Certificate in Ethics and Compliance. In 2019, the program generated \$55,000 in revenue with 37 professionals completing the program including CEOs, general counsels, vice presidents, human resource directors, and chief ethics and compliance officers. Participants came from academia, government, energy, financial services, food services, insurance, manufacturing, real estate, sports, and transportation. Key organizations represented included American Airlines, Atmos Energy, AT&T, BNSF Railways, City of Dallas, Cinopolis USA, Dallas Mavericks, Department of Homeland Security, Federal Reserve, Flowserve, Globe Life, HBK Investments, Mitsubishi Caterpillar, Orix Corporation, Sam Houston State, SMU, Sysco, and University of Texas at Arlington.

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

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

GOAL THREE OBJECTIVES

3.1 Objective One: Encourage widespread development of campuswide interdisciplinary research projects and programs for graduate and undergraduate students and faculty.

The Dedman College Interdisciplinary Institute (DCII) supports attainment of this objective, bringing together faculty from across various disciplines and schools for discussion and debate, resulting in new interdisciplinary material for teaching and research. Research clusters, convened by faculty from across the University, cover topics spanning the humanities, social sciences, sciences, and the professions. For 2018-19, DCII sponsored 14 research clusters, down from 15 in 2017-18, but far surpassing eight or nine in each of the previous three years. For four years, faculty have organized research clusters around 28 topics. Eight clusters have spanned more than a single year. Clusters topics have included biopsychosocial research, digital humanities, global health, graphical information systems (GIS), and linking mathematical and life sciences.

The SMU Department of Mathematics was awarded a \$2.3 million grant from the National Science Foundation (NSF) to build the Southern Methodist University Research Training Group (SMU-RTG) – a collection of interdisciplinary teams made up of mathematicians, engineers, chemists, and neuroscientists who collaborate with junior scholars and provide training in modeling and computation.

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

Majors and minors have traditionally consisted entirely of courses from one specific discipline. One sign of the rise of interdisciplinarity is the number of majors and minors that now formally recognize the relevance of other disciplines by requiring courses from more than one. Consider the approximately 120 majors and 80 minors that SMU offers. Setting aside the disciplines whose different labels mask their fundamental similarity (for example, a B.S. in Economics with Financial Applications and a BBA in Finance), 20% of the majors and minors have one-fifth or more of the required courses from other disciplines. With growing support for interdisciplinarity, this percentage can be expected to increase in the coming years.

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

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

In fiscal year 2018, the funding and the leadership of the SMU Maker Education Project (SMEP) was restructured. Beginning in spring 2019 the SMEP would be administered through the Caruth Institute for Engineering Education (CIEE). During the fall 2018 academic term, the SMEP engaged with a number of schools in North Texas providing programming for school maker spaces as well as professional development for teachers and school leaders. Three goals for the upcoming year are (1) to collaborate with the M.A. in Design and Innovation (MADI) program to infuse Human-Center Design (HCD) into CIEE and Lyle outreach programs, (2) to revive the CIEE Fellows program, and (3) to engage in strategic planning for redesigning undergraduate engineering courses using evidence-based practices for project/problem based learning.

Simmons Professor Doris Baker received the American Educational Research Association's prestigious, interdisciplinary Technology, Instruction, Cognition and Learning Award in spring 2019. Funded by a National Science Foundation grant, Professor Baker worked with international researchers from the University of Jyväskylä (JYU) in Finland to enhance a computer game to increase the alphabetic understanding of bilingual children and increase the decoding skills of Latino students in high-poverty U.S. schools. While the research is in its preliminary stages, initial results are promising.

Funded by a grant from King's College in England, researchers in the Simmons School, King's College, and SMU Guildhall drew on science, technology, and cognitive learning to develop a Virtual Reality (VR) Surgery Simulator to train doctors in the use of laparoscopic techniques to perform cervical cancer surgery. This work included a successful demonstration in Zambia. VR training can reduce training time needed for a novice to reach the skill level of an intermediately skilled surgeon by half. The low cost of this technology makes it feasible to create and install surgery simulators in medical training facilities that could not otherwise afford them, thereby reducing surgical training costs and increasing the availability of trained surgeons in low-resource settings.

Through a partnership with Fidelity's tech volunteers, the Budd Center facilitated collaborative work with other Simmons programs and the Office of Information Technology (OIT) to develop a data networked system that will ultimately provide a platform for community and school research and evaluation and increase the effectiveness of Simmons' nonprofit and community partners. Completed and launched in 2018-19, the network allows faculty members to obtain community and student data for research purposes and for work to develop the West Dallas STEM School. Additionally, the 2018-19 goal of the Budd Center's Academic Support Professional Learning Community (PLC), which comprises eight nonprofit and school partners and is externally supported, was: "By May 31, 2019, 75% of Tier 2 and Tier 3 students (K-3) served by The School Zone's (TSZ) Academic Support PLC partners will increase their reading score by 10 points (Istation's Indicators of Progress [ISIP] overall score)." Through collaborative learning, a common vision, and intensive and systematic interventions, the number of students identified as at-risk (Tier 2) and substantially at-risk (Tier 3) increased their overall ISIP score an average of 15.5 points. Moreover, 94% of all of the Tier 2 and Tier 3 students showed positive growth, and 76.5% of the students actually met the SMART goal for early literacy. Literacy issues among children, Dallas children included, is a world problem.

In collaboration with Associate Professor (and former SMU President's Scholar) Scott Norris in the SMU math department, Assistant Professor Annie Wilhelm of Teaching and Learning in the Simmons School began work in May 2018 on a National Science Foundation grant: the Robert Noyce Teacher Scholarship Program grant. Wilhelm and Norris seek to focus on recruiting and preparing local Dallas area mathematics teachers for placement in high-need schools

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

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

Savings from Operational Excellence (OE, formerly OE2C) have been invested in strengthening research infrastructure and administrative support for faculty applying for external funding. With funding from OE savings, the completion rate of contract negotiations was facilitated by the addition of three supporting positions in the Office of Research and Graduate Studies (ORGS). These new positions were filled just prior to the start of the 2018-19 academic year. These new staffers assist faculty in generating proposals, monitoring their progress at the funding agencies, and helping oversee the grant's implementation once received. In 2018-19, the Office of Information Technology (OIT) is in a better position to provide even greater technology support to faculty through three new positions, again funded by OE savings, for high-performance computing, data science, and an internet of things (e.g., research equipment) software developer. As mentioned at Goal One, Objective Six (1.6.3), the libraries, working with OIT and ORGS, have used OE savings to enhance support for faculty research as well as to provide grant writing workshops.

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

In the 2018-19 academic year, funding from external grants and contracts in support of research totaled \$32 million, up from \$26.6 million in academic year 2017-18 and \$22 million in academic year 2016-17.

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

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

To accelerate the growth in research expenditures that will put us on the path to SMU's strategic objective of \$50 million by 2025, increased staffing in the Office of Research from OE (formerly OE2C) funds will strengthen support for faculty in identifying funding sources and will assist with increased grant proposal development. Strategic faculty hires will especially focus on recruiting faculty with established grant funding streams.

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

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

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

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

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

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

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

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

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

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

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

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

In fiscal year 2019, the DataArts merger announced in August 2018 was completed and the operations were fully integrated into SMU. The fiscal year 2019 SMU DataArts revenue exceeded the original goal of \$4 million. The increase in connections with arts and cultural organizations through this merger aligns well with, and has been discussed at, Goal One, Objective Five (1.5 and 1.5.2).

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

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

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

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

The SMU-Mexico Research Initiative is an interdisciplinary program across the university with the objective of encouraging and recruiting students from prestigious Mexican institutions to apply to grad school at SMU. The summer research program, which runs under this initiative, consists of students from Mexican institutions spending six weeks doing research alongside SMU faculty mentors. The first iteration of the program consisted of five master students in electrical, mechanical, and robotics engineering from Universidad de Guanajuato and the Center for Research and Advanced Studies (CINVESTAV) Saltillo. The work done by these students during their internship consisted of developing wearable sensors, teleoperation of humanoid robots, developing control systems for a robotic exoskeleton, and analyzing knee biomechanics for rehabilitation.

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

Relationship Violence project, a collaboration between SMU and the Dallas Independent School District, utilizes virtual reality. Teens participate in immersive role-playing, simulating situations in which a bystander could intervene to prevent relationship violence. Wearing headphones and goggles, the teens are only able to see and hear the virtual environment. Teens interact with an avatar, whose speech, gestures, and physical actions are controlled by an actor who is creating the interactions that the student experiences.

The Meadows School MuSci Lab is dedicated to the scientific study of music and musical behaviors at SMU, with sponsored projects exploring musical emotions, the music/language connection, and the social psychology and neuroscience of music. The MuSci Lab is engaged in interdisciplinary collaboration with researchers at SMU's Department of Psychology, UT-Southwestern, and UT-Dallas. Student mentees have won prestigious internships in academia and industry. Research out of the MuSci Lab has been profiled by NPR, *Newsweek*, and *Psychology Today*.

A significant partnership with L3 Technologies, formalized in 2017-18 with the signing of a long-term contract enabling expedited launches of SMU research projects, continues to fund SMU research and is being reassessed following the merger in 2019 of L3 and Harris.

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

In June 2017, ManeFrame II, SMU's new high-performance computing cluster, previously mentioned in Goal One, Objective Five (1.5.2), became operational. This new computing cluster has been enhanced and, in the summer of 2019, has a peak performance capability of 870 teraflops (870 trillion floating-point operations per second), a speed that ranks among the most powerful supercomputers housed at American universities. The following table contrasts technical specifications for the current ManeFrame II with its predecessors.

High-Performance Computing: ManeFrame II Compared to ManeFrame I

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

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

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

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

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

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

Drawing on Operational Excellence (OE, formerly OE2C) savings and based on benchmarking of programs at peer institutions, an internal seed-grant program was designed in 2018-19 and allocated \$2 million to stimulate interdisciplinary research and increase faculty competitiveness for external funding. This investment seeks to elevate SMU's intellectual footprint and attract sustainable philanthropic and grant revenue. Requests for proposals were sent to faculty in spring 2019; the first grants are planned for academic year 2019-20.

The University Research Council continues to fund faculty research at levels enhanced by investment of OE funds in 2017-18 and 2018-19. Funds awarded annually through internal grants by the University Research Council (URC) were increased by \$100,000 for fiscal year 2017-18. Another \$25,000 has been added for fiscal year 2018-19. The URC awarded 43 grants totaling over \$195,000 in 2018-19, 39 grants and \$192,000 in 2017-18, and 44 grants amounting to almost \$140,000 in 2016-17.

The Dean's Research Council in Dedman College (DRC) was created in 2010-11 to prioritize research, recognizing that strong research programs raise the quality of educational experiences available to our students. The DRC provides competitively awarded seed funding for faculty research, helping Dedman faculty compete for larger grants and fellowships from outside SMU. In disciplines with reasonable prospects for outside fellowships and grants, each dollar in DRC seed funding has remarkably resulted in over \$17 in outside funding. This is a strong result reflecting very good years from faculty researchers and unlikely to be sustained. The \$11 figure reported in last year's annual report is more in the range of expectations. During 2014-17 (allowing

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

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

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

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

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

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

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

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

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

new Mustang Fellowship program, described in the next paragraph, offers were made more selectively than in previous years. Eighteen offers were made and eight of those offers were accepted, for a yield of 44.4%. This is down from last year's yield of 53.1% with 32 offers and 17 acceptances. The academic record of this 2019 cohort is exceptional. The average GRE quantitative score for the entering SMU Ph.D. Fellows in STEM fields was 93% and the average GRE verbal score for entering SMU Ph.D. Fellows in the arts and humanities was 95%.

The eight new University Ph.D. Fellows in fall 2019 mean SMU has enrolled 60 Ph.D. Fellows since the program's launch four years ago. Three have already completed a Ph.D. and seven have left or failed to advance in their respective programs, indicating a 12% attrition rate. Expectations are that this already low attrition rate will drop farther as SMU attracts even stronger students. The 50 Ph.D. Fellows enrolled for fall 2019 represent 17 different Ph.D. programs, including humanities, social sciences, and STEM fields.

SMU's cohort peer and aspirational peer institutions recognize that many groups are underrepresented in the academy with the result that academic fields miss many talented individuals with great potential. In response, SMU's peers have created dedicated graduate student funding to support members of underrepresented groups to open doors to academic and other advanced careers. In 2018-19, SMU joined these peers by creating the Mustang Fellowship program, which offers full support for five years, including a competitive \$30,000 per year stipend, to Ph.D. students who are members of underrepresented groups. Nine top Ph.D. applicants were nominated by their prospective departments for these awards, six offers were made, and three offers were accepted, for a yield of 50%. In fall 2019, SMU will welcome to campus the inaugural class of Mustang Fellows, one each in biological sciences, anthropology, and art history.

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

The six-year completion rate for Ph.D. degrees rose to 43.3% in 2018-19, an increase from 41.2% in 2017-18 and from around 39% in each of the four years between 2013 and 2017. Additional efforts are underway to improve the six-year Ph.D. completion rates by establishing University guidelines for oversight of progress toward a Ph.D. and by using the University Fellowship Program to improve admit quality.

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

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

<i>Matriculation year</i>	<i>Students matriculated</i>	<i>Completions within six years</i>	<i>Six-year completion rate</i>
2007	89	27	30.3%
2008	75	29	38.7%
2009	130	51	39.2%
2010	95	37	38.9%
2011	103	40	38.8%
2012	114	47	41.2%
2013	104	45	43.3%

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

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

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

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

<i>Year</i>	<i>Ph.D.'s awarded</i>		<i>Doctorates* awarded</i>	
	<i>Fiscal year</i>	<i>Academic year</i>	<i>Fiscal year</i>	<i>Academic year</i>
2013	53	57	69	66
2014	57	59	74	77
2015	66	63	86	82
2016	60	65	79	85
2017	76	72	89	85
2018	74	69	109	105
2019	53	43**	96	84**

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

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

The fiscal year, shown here, runs June through May and is appropriate for comparisons given the timing of this annual progress report. The academic year, by contrast, runs fall term through August term.

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

Further progress on Objective Six and the following metrics 3.6.1 – 3.6.5 will turn on elaboration and follow-up to the campuswide discussions and decisions during 2017-18 about SMU’s further development as a research university. Various efforts are underway – for instance, the Simmons School partnered with SMU Guildhall to develop an award-winning literacy app for adult learners. See Goal One, Objectives Five and Seven (1.5 and 1.7.2) and Goal Five, Objective 4 (5.4) for further discussion of this collaboration. Also, SMU launched an incubator space for students and faculty in the Foundry Club at Mockingbird Station in summer 2018. Further progress on technology transfer will require additional dedicated resources for oversight and commercialization of University intellectual property (IP).

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

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

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

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

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

In 2017-18, SMU reviewed staff support for tech transfer at aspirational peer, cohort peer, and Colonial Group institutions, finding that there was one full-time employee for tech transfer support for every 111 faculty at aspirational peer institutions, for every 356 faculty at cohort peer institutions, and for every 247 faculty at Colonial Group institutions. In 2018-19, SMU has one full-time employee focused on tech transfer, supporting approximately 500 faculty, up from 0.5 full-time employee in 2017-18, which has resulted in increased rate of licensing of University intellectual property (see 3.6.5).

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

The University completed an agreement with the Foundry Club in summer 2018, providing access for SMU students and faculty to approximately 5,000 square feet of incubator space with the Foundry Club at Mockingbird Station. Following bankruptcy of the Foundry Club, the University established an incubator in academic year 2018-19 for SMU students and faculty in Expressway Tower.

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

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

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

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

GOAL FOUR OBJECTIVES

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

In June 2018, the Provost appointed Sheri Kunovich as Associate Provost for Student Academic Engagement and Success. Among other duties, in that role the Associate Provost will lead SMU's efforts to develop and carry out a comprehensive and coherent strategy for undergraduate student success, focusing on retention and graduation, through existing programs such as CONNECT in Student Affairs and Rotunda Scholars as well as through the development of the Office of Student Success and Retention.

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

During the 2018-19 SMU enhanced academic support for underrepresented minority populations in three ways. First, the Rotunda Scholars Program, in its 10th year in 2019-20, was redesigned and placed under the leadership of Dr. Sue Bierman, Executive Director for Student Academic Support Programs. The program, previously serving 30 to 40 students in each class, has expanded to work intensively with 75 to 100 first-year students from high schools the College Board identifies as having characteristics associated with higher educational risk. Since its founding in fall 2010, the Rotunda Scholars has played a successful role in first year retention for underrepresented groups at

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

Retention and Graduation Rates for Rotunda Scholars, 2010-18

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

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

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

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

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

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

Retention Rates for Students in CONNECT, 2014-19

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

Note: “—” indicates data not yet available.

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

Strong SMU support for veteran students has attracted recognition: *U.S. News & World Report*, in “2019 Best Colleges” (published September 2018), ranked SMU the 31st best national university for veterans, down slightly from 29th the previous year but up from 32nd two years ago.

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

Support for veterans continues to grow stronger. In January 2019, the Milledge A. Hart, III Scholarship Fund for Veterans of the United States Marine Corps was endowed to support Lyle School or Cox School students who are U.S. Marine Corps veterans. The Office of Annual Giving and Alumni Relations raises awareness of the need for scholarship support for military veterans and in fiscal year 2017 awarded \$12,500 and in 2018 \$10,000 in scholarships for active or retired military personnel. The new Honorable Sam Johnson Scholarship, supporting active or retired military personnel and their dependents, was first awarded for 2018-19.

With donor support, SMU Athletics works with Vet Tix to offer football tickets to all home games at no cost for veterans and their families.

A Veterans Advisory Board, comprising representatives from 11 areas across campus, assesses the needs of veterans as well as how the University can best support all veterans, and develops new initiatives and programs to address these needs. One initiative involved increased follow-up and outreach to veterans who receive early and midterm academic warnings. Student Affairs employs a coordinator for Veterans Support to advise and support veterans. Counseling Services in the Dr. Bob Smith Health Center has on staff a psychologist with military experience to support veterans as well as other students. “Veterans Tutoring Veterans” continued in its fourth year in cooperation with the Altshuler Learning Enhancement Center and is available for any veteran experiencing academic difficulties. Special orientation sessions are held each semester for new student veterans. The Bursar’s Office, the Office of Financial Aid, and the University Advising Center each has staff specifically designated as the “Veteran Contact” who targets their outreach to student veterans.

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

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

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

During the 2018-19 academic year, the Division of Student Affairs continued plans to implement a comprehensive bystander intervention program, Green Dot. Green Dot is a comprehensive, research-based prevention strategy aimed at providing students with skills to become effective bystanders in interpersonal violence situations. The full implementation of Green Dot to the campus community will occur over the next three years. In the 2018-19 academic year, the implementation team met regularly to develop a marketing strategy, strengthen training curriculum, and begin outreach to SMU faculty and staff. Prior to student outreach, the Green Dot implementation team will deliver bystander intervention training and tools to a cross section of 10-15% of all SMU faculty and staff. These trainings began in spring 2019 and will continue through fall 2019.

Throughout the year, students had the opportunity to engage with values-based programming around topics such as consent, healthy relationships, and bystander intervention. Students were first exposed to consent education with “Speak About It” at Mustang Corral. “Speak About It” is a performance-based program that provides students with the tools to communicate consent and become effective bystanders. The Office of Violence Prevention and Support Services also educated students on healthy relationships and bystander intervention in each section of Personal Responsibility and Wellness courses. Additionally, students were able to learn more about resources through programming during Domestic Violence Awareness month in October and Sexual Assault Awareness month in April.

Utilization of the Caring Community Connections (CCC) Program continued strong with faculty, staff, and students utilizing this resource for identifying students experiencing various challenges and linking them to appropriate resources. In fiscal year 2019, 996 contacts concerning 910 individual students were made with CCC for follow-up. This was an increase from the three previous fiscal years with 908 contacts in 2017-18, 782 in 2016-17, and 708 in 2015-16. Faculty continue to produce the most referrals, representing 31% of the referrals received for 2018-19. Other referral sources include staff, students, SMU police, and parents.

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

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

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

The Dr. Bob Smith Health Center has continued to see high utilization of its services by SMU students. During the recently completed fiscal year, counseling services served 1,373 unique clients (up 3.07%) with a total of 6,750 appointments (down 10.12%) – counseling 5,118, psychiatry 1,301, and alcohol/drug abuse 324, and third party 7); medical services served 5,130 unique patients (up 2.21%) with a total of 13,286 patient visits (similar to last year) – primary care 9,592, nursing 2,639, women's health 930, and dermatology 125); pharmacy (up 9.56% – 10,696 new prescriptions and 2,953 refills with 3,324 patients served); and lab work (up 7.76% – 5,889 laboratory tests performed). Counseling Services had fewer overall appointments (10%) but the total number of students receiving care increased (2%), consistent with expectations for new session limits and a brief care model. Also, in 2018-19, 3,568 flu shots were administered to SMU students, faculty, and staff at the Health Center and at nine satellite clinics across campus, compared to 3,474 at eight clinics in 2017-18.

- 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.

In fall 2018 the Altshuler Learning Enhancement Center (ALEC) piloted an online section of HDEV 1110 – Learning and Success Strategies – specifically for transfer students. Twelve students enrolled and ten completed. The ten students who completed the course showed remarkable gains in their reading index scores as well as in their learning and study strategies when tested with the Learning and Study Strategies Inventory (LASSI). Eight of the ten students who completed are enrolled for their third semester in fall 2019. Building on experience gained in the pilot, the ALEC will offer two sections of an online

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

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

Preliminary data indicates 1,400 first-years and 76 transfers have registered to participate in the 2019 Stampede (the successor to Mustang Corral). In 2018, 1,236 first years and 33 transfers participated in Mustang Corral, compared with 1,275 first years and 78 transfers in 2017; 1,470 first years and 30 transfers in 2016; and 1,159 first years and 32 transfers in 2015. As did Mustang Corral, Stampede helps first-year and transfer students connect to the University, and participation is highly encouraged.

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

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

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

On April 5, 2019, Relay for Life raised over \$70,600 in an American Cancer Society fundraiser on Bishop Boulevard in its 16th year at SMU. The estimated attendance throughout the evening was around 600 students, faculty, staff, and community members. This nearly matches last year's funds raised of over \$74,700, but is a decline from last year's participation of 1,200.

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

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

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

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

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

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

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

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

SMU has largely achieved the goal specified in the Strategic Plan for 2025 since Student Affairs has compiled an inventory of student organizations at SMU (<https://smu.campuslabs.com/engage/Organizations>) providing leadership opportunities that students can access and search by various characteristics such as interest categories. Moreover, the Hart Center for Engineering Leadership in the Lyle School also has published online its wide-ranging Leadership Field Guides for undergraduate and graduate students, outlining leadership opportunities across campus and recommended resources for leadership development at <https://www.smu.edu/Lyle/Centers/HartCenter/Resources>.

Also, the Hart Leadership Assessment (HLA) through the Hart Center for Engineering Leadership in the Lyle School enables first-year undergraduates and graduates in Engineering to establish baseline leadership strengths and areas for growth, then customize a personal development plan. In 2018-19, 158 undergraduates and 59 graduate students took the HLA and followed up with a debriefing, virtually identical to the 2017-18 numbers (159 and 59, respectively). In 2016-17, with larger classes, the comparable numbers were even higher – 222 undergraduates and 200 graduate students.

- 4.3.2 Strengthen programs designed to develop student leadership and cultural competence through community service (e.g., Alternative Breaks, Mustang

Heroes, Caswell Endowment for Leadership Development and Training, and Crain Leadership Summit).

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

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

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

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

learning project. To expand the pool of candidates, the 200-hour service-based learning project has been changed to 100 hours.

The Hart Center for Engineering Leadership connects mentors and mentees so students can develop their leadership skills through one-on-one interactions with local engineers. In 2018-19, its seventh year, the program included 83 pairs of students and mentors, up from 78 in 2017-18 and 58 in 2016-17.

The Perkins School provides internships, required for many degree programs that prepare students for faithful leadership in Christian ministry. In 2018-19, 44 master's students worked in a supervised, nine-month internship, down slightly from 48 in 2017-18. In each of the previous two years, 66 did so. The fewer internships reflect lower enrollment in the program, a dip that enrollment initiatives have addressed and reversed beginning with the entering fall 2017 class. Internships typically occur within the final year of the program, and so recent gains in enrollment should be reflected in more placements for 2019-20 and beyond.

In the Master of Sacred Music program, students develop practical skills through part-time church positions and by participating in the Seminary Singers. Three students had church practicums and seven participated in Seminary Singers in 2018-19. Corresponding figures were six and three in 2017-18 and eight and five in 2016-17.

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

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

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

The Outdoor Program’s two semester-long Outdoor Leader Training (OLT) module qualified for the University Curriculum (UC) credit for Oral communication and Community Service.

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

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

Values-based programming was included during formal recruitment week. During formal recruitments in January 2017, 2018, and 2019, Professor Maria Dixon Hall spoke with potential new members of the Interfraternity Council (IFC) and Panhellenic Council (PHC) on the Cultural Intelligence Initiative at SMU, particularly its role in Greek Life (CIQ@SMU – further discussed at Goal Four, Objective Seven [4.7.1, 4.7.3]). Professor Dixon Hall emphasized the importance of diversity and cultural intelligence in light of the commitment recruits would soon be making to join the fraternal community. Professor Dixon Hall’s one-hour workshop, “How not to end up on CNN while Greek,” discussed the top 10 ways in which members of the Greek community can damage the brand of the University, their organizations, and themselves by engaging in behavior that is culturally unaware.

FSLead (FSL), a five-week series focused on fraternal values and leadership, continued in 2019 after its initial development in 2018. Twenty students (11 in 2018) participated in weekly sessions with discussions on espoused personal and fraternal values, career development, and leadership strengths. At the conclusion of the program, each student created a personal creed providing instructions to their fellow members on the values and principles that should guide their actions. FSL assessed the program to learn more about both participant satisfaction and the most effective learning activities.

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

In August 2018, fraternity and sorority life launched the inaugural Greek Summit. All chapter and council presidents and advisors were invited to dialogue about the SMU community and ways in which it can be strengthened. SMU President Dr. R. Gerald Turner delivered a welcome and charged the community to live up to its potential. Attendees engaged in robust discussions and were introduced to campus resources to support their members and activities.

In 2018-19, fraternity and sorority life continued the initiative established in the previous year, hosting roundtables to create consistent dialogue, discuss community initiatives, and develop partnerships among leaders in the Greek community. There was a roundtable for all four council executive boards and another roundtable for chapter presidents of each organization.

In 2019, 16 student leaders from each of the four governing councils attended the Association of Fraternal Leadership and Values Conference. Nineteen attended in 2018. These conferences allow these student leaders to gain information, resources, and development pertaining to their leadership positions to influence change in the fraternity and sorority community. The keynote and conference-wide discussions focused on hazing and featured three families who lost their children to hazing incidents.

4.4 Objective Four: Evaluate the need for on-campus housing for upper-level and graduate students.

While evaluation is ongoing and seldom completed, during 2017-18, the Division of Student Affairs fulfilled this objective, conducting with consultants a housing demand and market feasibility study, examining the student housing options on campus, focusing on upper-level and graduate students.

During 2018-19, Residence Life and Student Housing, working with the Office of Facilities Planning and Management, developed plans for a new 72-bed residential facility to accommodate juniors and seniors on the site of the former Daniel House. The housing is under construction with completion scheduled for August 2020.

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

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

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

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

Each career center at SMU (Cox School, Lyle School, SMU Guildhall, and Hegi Family Career Development Center) implemented Handshake in summer 2017, a system to track relations with employers for career planning and vocational exploration across campus. Handshake provides systematic data on internship and graduate placement outcomes. Near the end of the second year of Handshake (April 2019), 5,195 students had completed profiles, and there had been 10,587 student logins, up from first-year totals of 3,554 profiles and 7,208 logins as of May 2018.

The Hegi Family Career Development Center, in collaboration with the campus career services community, managed 36,306 part-time, internship, and full-time positions posted on Handshake and 75,860 job applications submitted by SMU students from June 1, 2018, to May 31, 2019. Comparable figures for June 2017 to May 2018 were lower – 19,363 and 72,052, respectively.

The fall All Majors Career Fair brought together nearly 90 employers and 794 students from SMU’s three largest undergraduate schools, compared to the 2017 Fair with 93 employers and nearly 727 students. The spring 2019 All Majors

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

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

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

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

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

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

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

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

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

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

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

In 2018-19, the Faith and Learning Scholars program continued with their expanded program model including a more advanced level for students looking to continue in the program. Seven students worked in a pilot project for a “Level 2.” The Faith and Learning Scholars program challenged 20 students in 2018-19 (intentionally down 9 students to encourage more hands-on guidance) to think of their careers vocationally as a calling from God – to serve the common good through their particular academic majors, personal talents and skills. The program averaged 30 contact hours per student in 2018-19 (up from 14.5 in 2017-18).

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

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

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

At the graduate level, each full-time MBA Class of 2019 student – excepting only the 7% who were sponsored in the program by an existing employer – had an internship in the summer before the second year in the program. In 2018, 1,314 employers posted 3,009 internship opportunities for Cox School MBAs – doubling and almost tripling their job-board engagement compared to 2017 when 535 employers posted 1,055 internship opportunities.

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

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

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

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

In recognition of the previous progress and accomplishments regarding this metric, the score of 975 represents a change from the 950 score in the initial implementation plan and prior progress reports.

In the latest round (2017-18) of NCAA Academic Progress Rates, each of SMU’s teams met the NCAA’s multiyear requirements, with three SMU programs – rowing, men’s soccer and women’s swimming and diving – scoring perfect multiyear 1,000s and earning public recognition from the NCAA. In addition, each SMU program scored above the previous stated goal of 950 for the four-year span and 12 of the 15 programs scored by the NCAA met SMU’s new internal goal of 975.

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

- 4.6.2 Win the most conference championships among member institutions.

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

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

In the 2018-19 rankings for the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup, SMU finished 160th. These rankings are driven by participation and advancement in the NCAA postseason. Recent facility investments for both men's and women's teams in tennis, golf, and swimming and diving should result in consistent placement in the NCAA Championships. Coaching changes and resource enhancement in other sports also should boost NCAA appearances, thereby improving NACDA Directors' Cup rankings.

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

In 2018-19, nine SMU teams reached the postseason, highlighted by fifth-place finishes at their National Championships by men's golf and equestrian, the latter of whom spent substantial time during the season ranked at No. 2 in the nation.

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

In fiscal year 2019, \$4.4 million was given to the Mustang Athletic Fund, less than the \$6.1 million total in fiscal year 2018 (which had met the goal for 2020). Across all funds, donors gave more than \$18.7 million to support Athletics in fiscal year 2019, a total that includes \$9.6 million in capital gifts.

- 4.6.6 Increase ticket sales and average home attendance for football and women's basketball, and sustain ticket sales and average home attendance for men's basketball. In 2015-16, men's basketball had 4,971 in season ticket sales

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

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

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

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

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

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

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

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

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

A new Cultural Intelligence effort launched in November 2017. Cultural Intelligence at SMU (CIQ@SMU) is being led by Professor Maria Dixon Hall, who serves as the President's senior advisor for Cultural Intelligence.

CIQ@SMU is also discussed at Goal Four, Objectives Three and Seven (4.3.4 and 4.7.3).

During 2018-19, University leaders continued to host meetings with African-American undergraduate student leaders as well as with African-American alumni to encourage discussion and efforts toward campus diversity.

Cultural heritage months celebrated African-American, Asian, and Latino communities. Student organizations hosted 20 heritage month events in 2018-19 with a total of just over 1,100 total participants, compared to 15 heritage month events in 2017-18 and 19 in 2016-17 with about 1,500 participants each year. In addition to annual events with alumni such as the Asian Gala and the Black Excellence Ball, students also added a new collaboration event with SMU Athletics during Black History Month, when they were hosted and recognized during a women's basketball game. The 2019 Black Excellence Ball hosted by the Association of Black Students and the Black Alumni at SMU brought together 138 attendees. This was fewer than the 145 attendees in 2018, but more than the 126 in 2017.

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

In 2018-19, International Student and Scholar Services (ISSS) mounted events that drew, on average, more participants: 36 programs with 2,268 students and exchange visitor participants for an average of 63 per program, contrasted with 49 programs and 2,446 participants for an average of less than 50 in 2017-18. Both of these years far exceeded the average participation of 12.5 in 2016-17 when 40 programs drew only 500 participants.

Program goals included mentoring leaders, developing community ties, and helping new students transition to SMU and the Dallas community. ISSS supports International Academic Advising, Registration, and Orientation (AARO) in various ways. Welcome dinners hosted by ISSS in summer 2017 and 2018 have been attended by about 100 students and family members with expectations for a similarly sized gathering in summer 2019. To aid the transition of international students to the SMU academic setting, ISSS collaborated with the Altshuler Learning Enhancement Center as well as Fondren Library to hold workshops for international students on academic success in the SMU classroom, communicating with professors, participating in

classroom discussions, understanding plagiarism, and SMU's honor code. International Week, the second week in November, highlights and celebrates the international members of SMU.

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

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

During 2018-19, Human Resources, in partnership with Institutional Access and Equity, continued to offer an updated version of Harassment and Discrimination training. This training is required of all new employees and repeated every three years. The course provides practical tips on creating a safe, inclusive work environment, including safe and positive options for bystander intervention. Employees attended 1,445 hours of this online training.

In November 2017, the President, the Provost, and Professor Maria Dixon Hall, then senior advisor to the Provost for Campus Cultural Intelligence Initiatives, announced the formal launch of the Cultural Intelligence at SMU (CIQ@SMU). CIQ@SMU will add value to our students, faculty, and staff by enabling them to become more skilled at working and leading in diverse environments on campus and beyond. CIQ@SMU began piloting in spring 2018 the first educational component, "Hidden Scripts: The Language of Implicit Bias," with 140 campus participants taking one of several offerings of the component between June and November 2018.

Now in its third year, Hidden Scripts is available to the entire campus. CIQ@SMU training has become an ongoing part of new faculty orientation; residential assistant orientation; graduate student training in Dedman School of Law and Cox School of Business; Greek Life; and University Athletics. Faculty, staff and administrator training completed in 2018-19 include the President's Executive Committee, the SMU Council of Deans, the Student Affairs Leadership Team, the University Library System, and Dedman School of Law.

CIQ@SMU is also discussed at Goal Four, Objectives Three and Seven (4.3.4 and 4.7.1).

During spring 2019, the course Human Rights 1101: Foundations of Community, Diversity, and Inclusion enrolled 59 students in three sections. This course had been piloted during spring 2017 with 93 students and expanded to 134 students in 2018. The HRTS 1101 curriculum was designed to build on the diversity education students receive through Stampede (the successor to Mustang Corral) and in the initial Personal Responsibility and Wellness class.

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

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

The new child care center, located on the main campus at the northwest corner of Dublin Street and Daniel Avenue across from Burleson Park, opened in August 2018 and expanded the capacity from 30 to 80 children. Total enrollment for the 2018-19 academic year was 50. The infant rooms have always been at capacity (16) with a lengthy waiting list. At the beginning of fall 2019, enrollment will increase to 61 and the three-year plan to grow into full capacity is on track.

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

SMU continues to offer additional services for child care and elder care. Resources were added to the current Magellan Health Employee Assistance Program (EAP) benefits available to all SMU employees. In addition to the EAP website resource provider for child care and elder care, resources to address Work-Life needs across the life cycle – from adoption to elder care, and from child care to special needs – were added. These resources are monitored for use as Human Resources continues to survey and assess campus needs for further enhancements.

GOAL FIVE: TO BROADEN GLOBAL PERSPECTIVES

Today's students must be prepared to live and work in a global environment. The intermingling of cultures, the complexities of financial strategies, the economies of strikingly different nations, and the plight of the world's poor are but a few of the conditions awaiting the intellect, skill, and zeal of our graduates. The diversity that will occur as our nation becomes more global will require significant changes in the way we think, lead, and analyze problems. The University is obligated by its trust and mission to prepare students for living in the dynamic, complex, and challenging times they will encounter in their lifetimes.

GOAL FIVE OBJECTIVES

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

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

In 2018-19, affiliation agreements for undergraduate study abroad were signed with Semester at Sea (Institute of Shipboard Education); Institute for American Universities (Aix-en-Provence, Barcelona, Madrid, and Rabat) and Advanced Studies in England (Bath), all of which offer study, internship, and research to undergraduates as well as opportunities for SMU faculty to conduct research or teach abroad.

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

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

While the Lyle School added two international agreements with two more pending, several former consortial arrangements for Lyle programs in South Korea have been sunset. Those include National NanoFab Center of Korea, Yonsei University, Korea Advanced Institute of Science and Technology, Seoul National University, and Pohang University of Science and Technology.

Continuing this year is the Lyle program with Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM) in Mexico. In 2018-19, 31 students participated in the collaborative graduate degree program between SMU Lyle and Monterrey Tech. In that same time period, 16 students graduated.

Also continuing this year is the Meadows Arts Administration Program with HEC Montreal and Bocconi University in Milan. The Master of Management in International Arts Management (MMIAM) is an international one-year master's to train highly selected students as arts managers ready to work in multicultural settings internationally, in positions requiring great knowledge of how to deal with the global challenges of arts institutions. To date 59 students have graduated with 13 more scheduled to graduate in December 2019.

MMIAM's partners include not only Bocconi in Milan and HEC in Montreal, but also UANDES Bogota, University of Peking, and the SDA Bocconi Asia Centre in Mumbai, India. The MMIAM has become a flagship graduate program in international arts management, enabling SMU Meadows School of the Arts to be further recognized around the world.

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

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

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

The recommendations of the Report of the Task Force on Undergraduate Study Abroad, submitted in summer 2018, were reviewed and approved during 2018-19. Complementary to the work of the task force, during 2018-19, members of the Travel Oversight Committee (Risk Management, SMU Police Department, Legal Affairs, Student Affairs, and SMU Abroad) reviewed the proposal for a single travel registry for all international travelers, and started a review of best practices in the support of the global activities of students, faculty, and staff. In line with the task force recommendations, beginning in August 2019, the SMU Abroad office will survey all relevant stakeholders as an initial step toward developing a comprehensive plan for undergraduate study abroad. The plan should be completed in late spring 2020.

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

The undergraduate participation rate in study abroad for academic credit for those graduating between fall 2018 and spring 2019 was recorded by the Registrar's office as 30.1%, nearly matching the 30.4% rate for those graduating the entire previous academic year (fall through summer) and exceeding the rates for the preceding four full years: 27.1% for the class of 2017, 28.0% for the class of 2016, 25.3% for the class of 2015, and 27.0% for the class of 2014.

If we go beyond these overall undergraduate figures to consider the relative rates at which each school's graduating seniors have studied abroad (the school determined by each graduate's primary major), we find that among the 2018 graduating seniors, Meadows ranks first (41%), followed by Cox (36%), Dedman College (32%), Simmons (19%), and Lyle (17%). This ranking also typifies the 2014-17 years except Lyle edges out Simmons in three of the four years.

The Undergraduate Task Force on Study Abroad discussed the international trips, projects, and activities of undergraduates that were not captured in these

Registrar's counts that focus almost exclusively on study abroad for academic course credit. For example, during 2017-18, 579 undergraduates studied abroad for academic credit, but about another 106 undergraduates traveled abroad on an SMU-sponsored trip or program. The Task Force concluded that all SMU-sponsored undergraduate trips abroad should count as "study abroad," defining study abroad more appropriately as any international trip for which the student receives credit or funding from SMU. This conclusion follows best practices at our peer institutions. The Task Force emphasized the importance of the central study abroad office tracking all SMU undergraduates studying abroad to capture a more accurate perspective on the extent of SMU undergraduate participation in study abroad. So, greater growth in the years ahead in the number of SMU undergraduates studying abroad will stem in large part from responding to greater student demand for study abroad, but also from more appropriate and better data practices and capture.

The national Open Doors[®] Report of the Institute of International Education reports universities in the top 40 in terms of study abroad participation rates. In the most recent report of 2016-17 rates, SMU, with a participation rate of 40.5%, ranked 34th in the nation among doctorate-granting institutions. (The IIE participation rate is calculated as the number of United States citizen undergraduates who receive academic credit for study abroad as a percentage of the total number of undergraduate degrees conferred in that academic year. Students who study abroad more than once will be counted each time they go abroad.) SMU's undergraduate participation rate for study abroad places SMU in the middle of the aspirational and cohort peer institutions, with seven aspirational institutions ranked higher and five not ranked in the top 40. Among cohort peers, five ranked higher and seven were not ranked in the top 40. In the 2015-16 report, SMU had a lower participation rate (38%) and ranked 36th in the nation. In the 2014-15 report, SMU had an even lower participation rate (35%) but then ranked 35th in the nation.

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

SMU Abroad continues to offer student scholarships based on demonstrated financial need. SMU Abroad scholarships are need-based and one-time grants; the goal of the scholarships program is to increase access to study abroad at SMU. Funding comes from the provost's office and from donor gifts.

In summer 2019, SMU Abroad awarded about \$110,000 in need-based scholarships to 53 students, with awards ranging from \$500 to \$4,000. In summer 2018, SMU Abroad awarded about \$126,000 in need-based scholarships to 37 students, and in summer 2017, almost \$125,000 to 42 students.

Financial support for undergraduates studying abroad involves more than the offices of SMU Abroad and Financial Aid. Undergraduates seeking to study abroad can find varying support from the University Honors Program, Richter Grants, the Meadows School, McGuire Ethics Center, Corporate Communications Division, Engaged Learning, the History Department, French in the World Languages department, the Chen Scholarships for East Asian studies, the Orix Foundation scholarships for study in Japan, and other SMU funding sources. A half dozen such sources provided, in addition to the SMU Abroad office and Financial Aid, over \$342,000 in support of undergraduate study abroad in summer 2019, over \$329,000 in summer 2018, and almost \$306,000 in summer 2017. The SMU Abroad office coordinated with Financial Aid as well as with programs and schools offering funding for more efficient allocation of limited study abroad funds and to avoid over-awarding any individual student or overlooking others.

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

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

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

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

The Cox School prepares its graduate students for global challenges by offering several courses during regular semesters, spring break, and winter break. New programs included “Economic Outlook on Latin America” and “Global Exploration in Entrepreneurship.” During the 2018-19 year, destinations for the immersive experience included Beijing, Bogota, Kuala Lumpur, Lima, London, Madrid, Medellin, Morocco, Munich, Panama City, Seoul, Shanghai, Tokyo, and the United Arab Emirates (Abu Dhabi and Dubai). During 2015-18, destinations for the immersive experience have also included Berlin; Bratislava, Slovakia; Buenos Aires; Casablanca; Havana; Hong Kong; Marrakesh; Santiago; Shenzhen, China; Vancouver; and Zurich.

Study abroad continues strong as a vital component of the Cox graduate experience. In fiscal year 2019, 240 Cox School graduate students, 10 faculty, and 13 staff engaged in study abroad trips. This represents a decrease from fiscal year 2018, when 296 Cox School graduate students, 12 faculty, and 15 staff engaged in study abroad on 12 trips.

Study Abroad Participation in Cox Graduate Programs, 2015-19

<i>Year</i>	<i>Graduate students</i>	<i>Faculty</i>	<i>Staff</i>	<i>Trips</i>
2015-16	302	10	12	10
2016-17	256	8	10	8
2017-18	296	12	15	12
2018-19	240	10	13	10

Thirty-six Simmons graduate students from the Counseling, Dispute Resolution, and Graduate Liberal Studies degree programs participated in Simmons interdisciplinary study abroad programs in 2018-19. The Dispute Resolution program’s summer opportunities include strong cultural-immersion and learning

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

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

The University Curriculum requires global engagement of SMU undergraduates. Faculty and SMU Abroad have responded by increasing the opportunities for student global engagement. In the two academic years 2017-18 and 2018-19, thirteen new courses, five within study abroad, secured the global engagement proficiency.

The Perkins Global Theological Education Program (GTE) prepares Christian leaders for culturally complex churches and communities through a combination of cultural intelligence and cross-cultural experience. In 2018-19 GTE offered five immersion courses on the Texas/Mexico borderlands, Palestine/Israel, El Salvador, and the UMC Special Session of the General Conference. Interest and participation remained strong with 63 participants. More than 70% of the participants were graduate students, with faculty and staff making up the remainder. In 2015-16, 2016-17, and 2017-18, there were 87, 72, and 76 participants, respectively, engaged in at least one of 12 immersions in China, Cuba, El Salvador, England, Palestine/Israel, South Africa, the Vatican, and the American homeless culture. GTE will continue to offer four or five global immersions each year, and intends to have 50% or more of each class participate before graduation.

Beyond study abroad, SMU faculty, staff, and graduate students also are gaining global experience. In 2018-19, total days per trip and days per traveler increased for faculty, staff, and graduate students. Graduate students, many of whom are international students, declined on number of travelers, trips, and travel days. Reasons for this decline among graduate students center on the greater uncertainty surrounding United States immigration policy, even for visa holders. The International Student and Scholar Services Office (ISSS) continues to report that many international SMU graduate students deferred elective travel during the past year.

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

Travel Abroad by SMU Faculty, Staff, and Graduate Students, Fiscal Years 2017-18 and 2018-19

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

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

The following table shows the regions of travel for the past two fiscal years combined. Europe continues to be the destination of choice for faculty, staff, and graduate students. No undergraduate data is included in these numbers.

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

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

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

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

SMU continues to offer only merit aid, no need-based financial aid, to international students. For the fall 2019 entering first-year students, 279 or 77% of the admitted international students were offered academic- or talent-based scholarships (this does not include Athletic aid), totaling over \$6.7 million. Of the 279 scholarship recipients, 55 (19.7%) have paid their deposits for the fall term. For fall 2018, 322 or 85% of the admitted international students were offered \$8.0 million in aid, and 46 (14.3%) paid deposits for the fall term. For fall 2017, 281 (65%) were offered \$6.7 million in aid, and 45 (16.0%) paid deposits.

The Perkins School has reallocated scholarships to support six international theology students who entered in fall 2018. Through the strong support of the

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

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

SMU faculty engage globally, undertaking professional talks, conferences, and teaching opportunities worldwide, too many to detail here. As examples, consider three Dedman College professors: Zhong Lu, Neil Foley, and Robert Howell. (1) Lu, Shuler-Foscue Endowed Chair in Earth Sciences, has taught in China a graduate-level course on radar interferometry at China University of Geosciences (Beijing) in 2016 and 2017 as well as Chang'an University (Xi'an) in 2018; delivered lectures in 2018-19 at several universities in Korea and China including Peking University and the Chinese Academy of Sciences; attended a bi-lateral collaboration between NASA and the Indian Space Research Organization on building a joint satellite radar mission scheduled to launch in early 2022; and hosted visiting undergraduate and graduate students from three universities: Wuhan, Chang'an, and Science and Technology of China. (2) In July 2017, Foley, the Robert H. and Nancy Dedman Professor of History, taught a four-week undergraduate class ("Social and Cultural History of the United States since World War II") to over 20 students in the Humanities School at Renmin University of China in Beijing. Foley was invited back for summer 2018 but competing commitments prevented his return. In summer 2016, Foley was selected by the Organization of American Historians for a two-week residency at Tokyo University of Foreign Studies where he spoke on immigration reform in the United States to undergraduate and graduate students at Tokyo University, Meiji Gakuin University, Sophia University, and Doshisha University (Kyoto). Foley was also a keynote speaker at the annual conference of the Japanese Association of American Studies (JAAS) at Tokyo Woman's Christian University. In June 2019, Foley chaired a panel on "Identity Matters" at the annual meeting of the Native American and Indigenous Studies Association, hosted by the University of Waikato in Hamilton, New Zealand. (3) Howell, professor of philosophy, was invited to present his work in a week-long workshop in fall 2016 for philosophy faculty and graduate students at the University of Fribourg in Switzerland. Subsequent symposia and speaking opportunities abroad have resulted for Howell such as the June 2019 invitation-only International Epistemology Conference in Bled, Slovenia.

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

The Undergraduate Admission office continues to work closely with the Texas International Baccalaureate Schools (TIBS) organization. While this partnership directly impacts local students in International Baccalaureate (IB) programs, it also importantly connects SMU to the IB program globally. IB organizational changes prevented this from happening in 2019, but in 2020 SMU intends to partner with TIBS to host an IB World Student Conference to bring more than 200 IB students and faculty to the SMU campus from around the world.

SMU continues to engage with the World Leading Schools Association and with the Council of International Schools (CIS), coordinating a reception for international high school counselors at the CIS Global Forum in Europe each November. The reception is hosted by the Southern Consortium, a group of 19 selective and highly selective private universities in the southeastern United States. SMU's Director of International Admission Jeremy Brown continues to serve on the Latin America Committee for the Council of International Schools.

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

The climate in the United States around immigration policy continues to influence access to and perception of American higher education, making an increase in international applications more challenging. Many universities are experiencing a decline in interest from international students. Fall-only numbers for 2019 cannot be strictly compared with full year cycles for 2016 to 2018, but the fall 2019 numbers through August 2019 indicate international applications have again declined from 2018 for undergraduates. International graduate applications have declined for each school excluding the Simmons School and the Perkins School, which have small international enrollment numbers. Also, international applications have risen for the Guildhall. Overall, through August 15, 2019, 3,983 international students have applied to SMU for 2019, contrasted with 5,227 for 2018, 5,680 for 2017, and 5,682 for 2016.

International Applications to SMU, 2016-19

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

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

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

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

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

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

In 2017-18, SMU achieved the goal specified in the Strategic Plan for 2025 when in fall 2017 the total international student enrollment at SMU was 15.1%, up from 14.6% in fall 2016 and 14.2% in fall 2015. In 2017-18, international undergraduate students made up 8.6% of undergraduates, up from 8.2% in 2015, both above the 7% minimum. However, in fall 2018 the total international student enrollment at SMU was 13.7% and international undergraduates made up 8.0% of undergraduates. This downturn resulted from stiffer competition for international students attributable to greater educational opportunities throughout the world and the uncertainties surrounding U.S. visas for international students. This downturn underscores the need to work to offset the unfavorable overall climate surrounding the recruiting of international students.

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

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

Support for international students also has been discussed in Goal Four, Objective Seven (4.7.2). In 2015, ISSS began work with the schools to develop

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

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

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

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

SMU's number of students on an F visa (2,210) decreased slightly (0.9%) in 2018-19 from 2,230 in 2017-18. This 2017-18 peak had reflected strong increases of 9.2% from 2,042 in 2016-17 and 10.5% from 1,848 in 2015-16. The number of students on an F visa includes undergraduate and graduate students working on Optional Practical Training (OPT). OPT allows undergraduate and graduate students with F-1 status to work for one year on a student visa toward receiving practical training to complement their education. The number of SMU students on OPT each fall has seen substantial growth: 376 in 2015, 478 in 2016, 620 in 2017, 646 in 2018, and 787 in 2019 – a doubling in only four years.

To leverage existing staff to manage a more complicated visa process and increased visa applications in recent years, ISSS has implemented technology. Using CANVAS, the campus course software, to create the course entitled “International Compliance” provides critical information in an interactive form to assess the student's knowledge of immigration requirements. All new international students were required to take a quiz after reviewing the course and provide evidence of a 100% passing rate as part of their government check-in

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

Also, by converting in-person workshops for OPT and its STEM extension to online tutorials, students could participate at their convenience and apply any time during the semester. This freed up staff to process visa applications within the expected five- to seven-business-day window. ISSS processed over 600 OPT work authorization recommendations in each of the past two years. To serve OPT students and further streamline resources, ISSS also created a CANVAS course to enable ISSS immigration advisors to inform applicants about OPT compliance requirements in a more efficient and user-friendly way.

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

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

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

International scholars, as well as their accompanying spouse and dependents, have access to the Blue Cross-Blue Shield of Texas Student Health Insurance Plan, which meets the Department of State health insurance requirements for J-1/J-2 visa holders. During the 2018-19 academic year, a committee investigated all health insurance options, including the possibility of extending coverage to international graduate students who teach or serve as research assistants. This step fulfilled the objective of assessing the feasibility of providing health care insurance coverage to certain graduate students. But SMU went beyond assessment to finalize a plan and establish administrative oversight to provide health insurance for Ph.D. students who are recipients of fellowships or teaching or research assistantships. The University will provide health insurance to qualified graduate students beginning in fall 2019.

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

The Moody Foundation gave \$250,000 to support the Simmons School-Guildhall collaboration on the development of a literacy app for adults, which has proven to be a prize-winning entry in the Barbara Bush Foundation Adult Literacy XPRIZE smartphone app competition. See Goal One, Objectives Five and Seven (1.5 and 1.7.2) for further discussion of this collaboration.

The SMU Mission Foods Texas-Mexico Center, an action-oriented, research policy center looking to understand and explore the dynamic political, cultural, economic, and business relationship between Texas and Mexico, officially opened in April 2017. The Texas-Mexico Center had annual symposia where the findings from the Center’s research activities on trade and migration have been presented, receiving praiseworthy press coverage.

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

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

GOAL SIX OBJECTIVES

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

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

To improve the efficiency and effectiveness of administrative functions, currently there are 11 initiatives implemented or underway through the Office of Operational Excellence (OE), in addition to seven implemented during the Operational Excellence for the Second Century (OE2C) initiative. Metrics, posted on the OE website (<http://blog.smu.edu/opex/>), have been developed for initiatives to measure service delivery, cost savings, and efficiency improvements, as appropriate. Also, a financial tracker posted on the site outlines the administrative cost savings, along with the related academic uses of such funds. A total of \$20 million annually has been saved from administrative functions to be redirected to the academic sector. Over the past five fiscal years, 2015-19, \$15 million in annual spending and \$13 million in one-time spending has been funded from the OE savings.

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

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

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

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

SMU has made progress in limiting the growth in unrestricted staff positions since Organizational Design and shared services efforts were completed in 2015. In fiscal year 2019, there were 1,570 total unrestricted staff positions, and 1,519 in fiscal year 2018. Business and Finance has revised the staff position management process so that review of new positions includes those funded from both unrestricted and restricted resources. The review and approval of new staff positions focuses on assuring new positions support strategic priorities.

- 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 OE2C was implemented in 2014-15. The proportion of total expenses spent on financial aid, instruction, research, and academic support increased from 62.8% in 2014-15 to 64.5% in 2017-18, an increase of \$63 million dollars.

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

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

The Special Committee on Development was renamed the Campaign Leadership Council in January 2019. Planning continued for the new campaign with a volunteer committee structure and campaign staffing and budgets approved in spring 2019.

More than \$118 million in gift revenue was received in fiscal year 2019, the largest gift revenue single year in SMU history. This compares favorably with previous fiscal years: \$111 million in 2018, \$93 million in 2017, and almost \$100 million in 2016 (which included the close of the *SMU Unbridled: The Second Century Campaign* at the end of 2015).

- 6.3.2 Complete funding for existing capital projects.

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

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

The three-year Pony Power initiative was launched June 1, 2017 to focus fundraising on current-use designations and to encourage gifts at all levels for all areas of SMU. With an overarching goal of achieving an average of \$50 million annually for current uses, yearly goals for the three-year initiative were set at \$45 million in fiscal year 2018, \$50 million in fiscal year 2019, and \$55 million in fiscal year 2020. In its first year, Pony Power reached its third-year goal: SMU received gifts totaling \$57,694,300 in support of current-use needs. In fiscal year 2019, Pony Power again exceeded its annual goal, raising \$52.6 million.

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

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

Major gifts fundraising efforts in fiscal year 2019 resulted in 118 commitments of \$100,000 or more in support of all areas of the University, including scholarships, faculty support, facilities, and programs.

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

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

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

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

During *SMU Unbridled: The Second Century Campaign*, SMU donors gave annually to hundreds of scholarships and added 689 endowed scholarships, greatly exceeding the original campaign goal of creating 500 endowed scholarships. This record-breaking result raised the number of substantially endowed scholarships at SMU to 3,242. By the end of fiscal year 2018 the total number of substantially endowed scholarships at SMU had reached 3,410. During fiscal year 2019, 52 newly endowed scholarships and fellowships were added, raising the total to 3,462.

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

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

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

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

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

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

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

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

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

The *Princeton Review*TM in its 2019 annual report named SMU Guildhall as number 2 in the world for its graduate program in game design, second only to NYU. The two previous years, Guildhall topped the list.

In 2019, the *National Law Journal*'s "Go-To Law Schools" ranked SMU's Dedman Law 27th for the most alumni promoted to partners during 2018 and 32nd for the highest percentage of recent graduates into associate jobs at the nation's 100 law firms.

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

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

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

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

In fall 2018 the *Economist* ranked SMU Cox's full-time MBA program 14th in the world for faculty quality. The publication also ranked Cox 16th in the world for "potential to network," and 20th in the world for "alumni effectiveness."

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

In its fall 2017 biennial assessment, *The Financial Times* ranked SMU Cox 16th among U.S. EMBA programs. SMU Cox is ranked at 29th globally in "career progress," first among Texas-based business school and 7th among U.S.-based business schools.

The Economist ranked SMU Cox EMBA 25th in the U.S. and 40th in the world in summer 2018.

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

Throughout fiscal year 2019, SMU continued to invest in growing awareness of the University's central brand message, "World Changers Shaped Here," by bringing that message to life in communications across all schools and units.

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

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

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

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

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

During 2015-16, drafting of the 2016-2025 Strategic Plan involved discussions with groups across the University. Similarly, each year following the September Board of Trustees meeting, the annual progress report has been shared with Executive Boards for each of the schools, SMU-in-Taos, the Tower Center, and others.

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

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

Higher education leaders:

- 4.5 million impressions
- 630,000 engagements (demonstrated interactions with content)
- 78,000 conversions (clicks to SMU website and video completions)

Alumni and North Texans:

- 26.7 million impressions
- 1.4 million engagements
- 39,000 conversions (clicks, video views and online donations)

Prospective students:

- 119.3 million impression
- 2.9 million engagements
- 179,000 conversions (clicks, video views and requests for more information)

Across all audiences:

- 197,000 mentions in traditional media (a 3% increase over fiscal year 2018, and a sixth consecutive record year)
- 634,000 mentions in social media

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

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

- 6.5.1 Outperform policy benchmarks while managing risk.

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

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

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

As of June 30, 2019, SMU's one-year endowment pool return was 3.5% versus the median return of 4.7% for the Cambridge Associates (CA) universe of college and university endowments. For three years ending June 30, 2019, SMU's endowment returned 8.7% versus the median return of 8.6% for college and universities in the CA universe. SMU's endowment ended the fiscal year 2018 ranked 67th among U.S. and Canadian universities. This ranking was an improvement over the previous year's ranking of 68th.

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

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

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

The Sustainability Committee is comprised of students, faculty, and staff from across the University. The goal of the committee is to educate the SMU community on sustainability and sustainable practices while leading the campuswide sustainability efforts at SMU.

During 2018-19 the Sustainability Committee with the help of student volunteers led an effort to educate the SMU community of proper recycling protocols and habits to decrease the contamination of our recycling. The committee has spoken to multiple groups of students, sent educational emails, responded to questions in emails from the SMU community, and manned booths on campus to help with the education effort. The committee has been working with various groups and departments to help further all efforts including the Hunt Institute for Engineering and Humanity, the Environmental Society, the Service House, and RAs in RLSH. Committee members have also attended and manned an SMU booth at EarthX, the largest environmental/sustainability

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

- 6.6.2 Continue to seek appropriate Leadership in Energy and Environmental Design (LEED) designations on all new construction and renovations.

The Office of Facilities Planning and Management continues to pursue LEED certification on new construction and, when feasible, renovations. In fiscal year 2017, LEED Gold - Healthcare was achieved for the Dr. Bob Smith Health Center. In January 2018 the Robson and Lindley Aquatics Center received LEED Gold certification, bringing to 24 the number of LEED certifications on SMU's campuses – 16 on main campus and eight at SMU-in-Taos. It is anticipated that the Indoor Performance Center will receive LEED Silver certification in fall 2019. Gerald J. Ford Hall for Research and Innovation is also expected to receive LEED Silver certification in fall 2020.

CONCLUSION

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

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

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

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

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