LAUNCHING
SMU'S SECOND CENTURY

Shaping Leaders for a Changing World

2016 – 2025

PROGRESS REPORT

2021–2022

SMU®

Progress Report 2021–2022

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INTRODUCTION

This is the sixth 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 2021 through May 2022 toward strategic plan goals and objectives set forth in the updated version of the SMU strategic plan presented to the Board of Trustees at the May 2020 meeting.

The COVID-19 pandemic arose in spring 2020, greatly affecting the world of higher education, SMU included. The spring semester in 2020 and the 2020, 2021, and 2022 academic years were shaped by the pandemic. Even so, commendable progress was made on many of SMU's strategic objectives as this annual report documents.

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

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

This *Progress Report 2021–2022* is being presented to the Board of Trustees at its September 16, 2022 meeting and then will be distributed to the broader University community. This annual update is intended not only to underscore our aspirations, but also to help ensure that incremental progress will be made throughout the years. The goals are ambitious, but the progress toward achieving them will reinforce to the entire SMU community the remarkable opportunities that exist for the University.

EXECUTIVE SUMMARY

This executive summary provides a means to telegraph the status of progress made on each item in the 2021–2022 progress report on the SMU strategic plan titled *Launching SMU's Second Century: Shaping Leaders for a Changing World 2016–2025*.

This annual progress report covers six goals, 35 objectives, and 133 metrics. Progress reported for 2021–2022 is contrasted with that for 2019–20 and 2020–2021 in the previous annual progress reports. The executive summary conveys the status of progress on each measured item as follows:

- ✓ for achieved,
- ↑ for progress,
- ⇔ for neither progress nor slippage ("no progress"), and
- ↓ for slippage.

The executive summary is organized as follows:

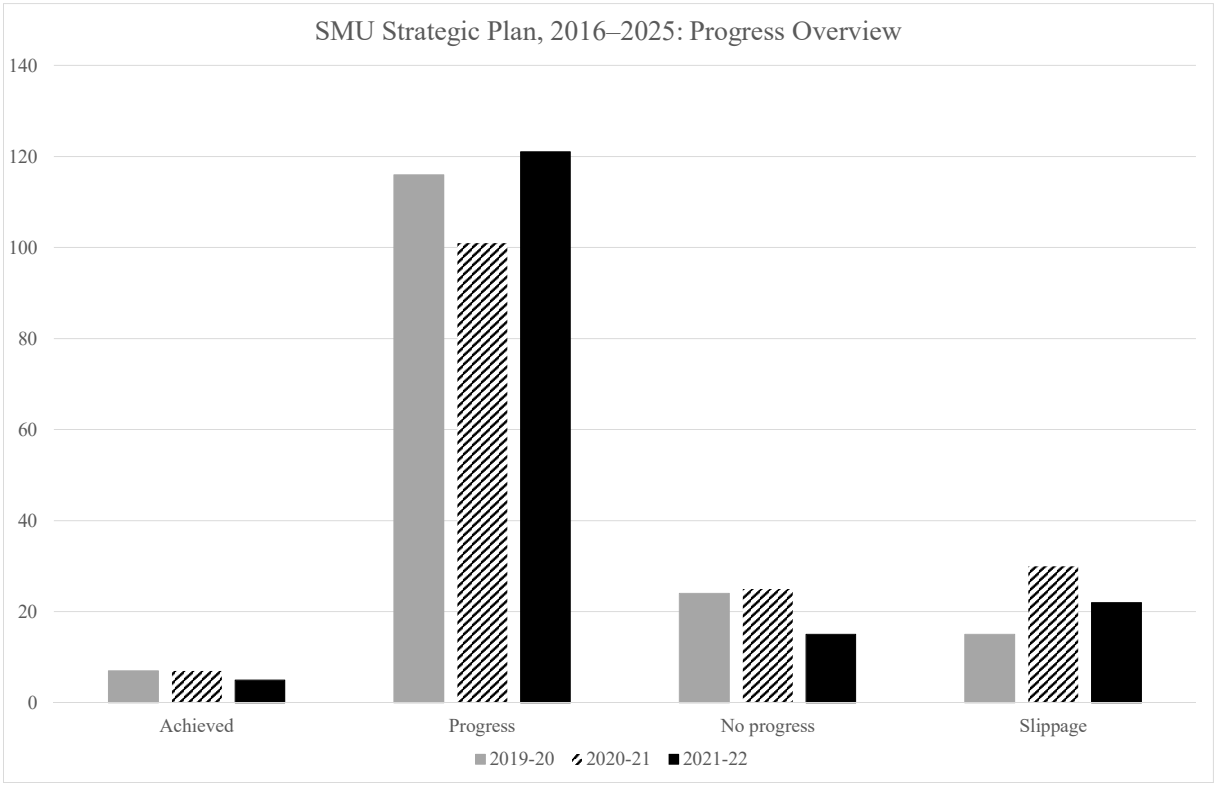
- Progress overview for the six goals, page iv
- Progress detail for metrics and subcategories, pages v-xi

Since metrics may contain more than one item, metrics can have subcategories with progress indicated on each. Thus, 133 metrics contain 162 items reported on here.

SMU Strategic Plan
Progress Overview: Annual Progress Reports, 2019–2020, 2020–2021, and 2021–2022

Goal	*2019–2020 vs. 2018–2019**				*2020–2021 vs. 2019–2020**				*2021–2022 vs. 2020–2021**			
	A ✓	*Pr* ↑	*No pr* ⇔	*Sl* ↓	*A* ✓	*Pr* ↑	*No pr* ⇔	*Sl* ↓	*A* ✓	*Pr* ↑	*No pr* ⇔	*Sl* ↓
Goal One: To Enhance the Academic Quality and Stature of the University	2	41	10	5	2	33	8	15	1	40	5	12
Goal Two: To Improve Teaching and Learning	3	10	3	1	3	9	4	1	2	9	4	2
Goal Three: Strengthen Scholarly Research, Creative Achievement, and Opportunities for Innovation	2	14	1	1	2	13	1	2	2	12	1	3
Goal Four: To Expand Opportunities for Student Development through an Engaging and Supportive Campus Experience		23	4	2		22	5	3		28	1	1
Goal Five: To Broaden Global Perspectives		11	6	5		7	7	8		14	4	4
Goal Six: To Increase Revenue Generation and Promote Responsible Stewardship of Resources		16		1		16		1		17		
Total for Goals One through Six	7	115	24	15	7	100	25	30	5	120	15	22

Note: A = Achieved, Pr = Progress, No pr = No progress, Sl = Slippage;
"*" Except when the latest available data are for earlier years.



SMU Strategic Plan - Annual Progress Reports, 2019–2020, 2020–2021, and 2021–2022:
Progress Detail for Metrics and Subcategories

Strategic Plan - Goal, Objective, Metric		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage			
		*2019–2020 compared to 2018–2019**	*2020–2021 compared to 2019–2020**	*2021–2022 compared to 2020–2021**	*Subcategory of metric*
1.0	**GOAL ONE: TO ENHANCE THE ACADEMIC QUALITY AND STATURE OF THE UNIVERSITY**	--	--	--	
1.1	*Strengthen the University's ability to recruit, promote, and retain a distinguished, gifted, and diverse faculty.*	--	--	--	
1.1.1	Increase the number of substantially funded endowed chairs and academic positions to 160 by 2025.	↑	⇔	↑	
1.1.2	To increase externally funded research, encourage schools to recruit exceptional faculty researchers with start-up funding informed by strategic priorities and assessment of return on previous investments.	↑	↑	↑	
1.1.3	Reconfigure current faculty positions to develop new joint appointments and create additional joint degree programs.	↑	↑	↑	
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.	↑	↑	↑	
1.1.5	Review determinations of cohort aspirational peer institutions for continued use as guidelines for salaries, benefits, faculty support, and student support. Seek to keep SMU competitive in each area with the midpoint of cohort and aspirational averages as the minimal standard.	✓	✓	✓	
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.	↑	↓	↓	minorities, aspirational
		⇔	↓	↓	minorities, cohort
		↑	↓	↓	women, aspirational
		↑	↓	↓	women, cohort
		↑	↑	↑	women, full professor
1.1.7	Develop University policies to facilitate spousal and partner hires.	⇔	⇔	⇔	
1.2	*Enhance the University's ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.*	--	--	--	
1.2.1	Continue to support, as a top priority, the recruiting, admission, and enrollment of high-achieving undergraduate first-year and transfer students who contribute to the intellectual life of the University.	↑	↑	↑	
1.2.2	Demonstrate ongoing improvements in the academic quality of students in undergraduate and graduate programs through measurable metrics such as national testing, external fellowships, publications, post-docs, and graduate placements with research doctorates in tenure-track academic positions.	↑	↑	↑	national awards
		↓	↑	↑	GMAT
		↑	↑	↑	LSAT
		↑	↑	↑	job placement
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.	↑	↑	↑	applications
		↓	↓	↑	admit rate
		↓	↓	↑	yield rate
1.2.4	Exceed the average percentages, as reported by cohort and aspirational peer institutions, of total enrollment of individual racial and ethnic undergraduate minorities by 2025.	↓	↓	↓	aspirational
		↑	↓	↓	cohort
1.2.5	Engage in strategic relationships with community, educational, and religious organizations that foster access to college for racially, ethnically, and socioeconomically diverse high-achieving students.	↑	↑	↑	
1.2.6	Leverage the number, scope, and influence of alumni to promote SMU to prospective students in the United States and around the world.	↑	⇔	↑	
1.2.7	Increase marketing and relationship-building with high school counselors, higher education colleagues, and other publics to strengthen the local and national reputation of SMU.	⇔	⇔	↑	
1.2.8	Increase the retention rate from first to second year for undergraduate students to 94% by 2025.	↑	↓	↑	
1.2.9	Increase the four-year and six-year graduation rates for undergraduate students to 80% (prior to 2022: 74%) and 84%, respectively, by 2025.	✓	✓	↓	4-year rate
		↑	↓	⇔	6-year rate

Strategic Plan - Goal, Objective, Metric		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage			
		*2019–2020 compared to 2018–2019**	*2020–2021 compared to 2019–2020**	*2021–2022 compared to 2020–2021**	*Subcategory of metric*
1.2.10	Enhance recruitment, scholarship support, and retention initiatives designed to increase the racial, ethnic, and socioeconomic diversity of the student body as well as the retention and four- and six-year graduation rates of diverse students.	↑	↑	↑	recruitment
		↑	↑	↑	scholarships
		↑	↓	↓	retention
		↑	↑	↑	4-year rate
		↑	↓	↑	6-year rate
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.	↑	↓	↓	
1.3	*Improve the effectiveness of the recruitment, admission, and enrollment processes of transfer students and remove unnecessary barriers to transferring academic credits.*	--	--	--	
1.3.1	Increase the annual number of new transfer students to 600 by 2025.	↑	↓	↑	
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.	↑	↑	↑	
1.3.3	Enhance support for Student Affairs, Residence Life, and faculty to integrate transfer students into the SMU community, strengthening retention of transfer students and timely completion to graduation.	↑	↑	↑	
1.4	*Attract and retain a skilled, diverse, and professional staff to support, efficiently and effectively, the academic units as centers of research, teaching, and learning.*	--	--	--	
1.4.1	Continue market-based compensation programs for staff that facilitate competitive talent choices while remaining fiscally responsible.	↑	↑	↑	
1.4.2	Support awards and processes to recognize high-achieving staff and promote professional development of staff through training and certification.	↑	↑	↑	
1.4.3	Reflect the average percentages, as reported by cohort and aspirational institutions, of total diversity among the staff, including in the managerial ranks.	↑	↑	↑	managerial, aspirational
		↑	↑	↓	managerial, cohort
		↑	↓	↑	staff, aspirational
		↓	↑	↓	staff, cohort
1.5	*Invest strategically in instruction, research, and creative interdisciplinary initiatives where SMU can be a world leader, such as high-performance computing; data science; ethics, leadership, and human development; and innovation, creativity, and entrepreneurship.*	--	--	--	
1.5.1	Leverage the new Moody School of Graduate and Advanced Studies to strengthen collaborations with other universities, major corporations and others to produce high-impact, interdisciplinary research; increase research grant funding, and boost the University's reputation for research excellence.	⇔	↑	↑	
1.5.2	Complete design and construction of Frances Anne Moody Hall to house the Moody School and engage in fundraising to further enhance the $100 million gift of the Moody Foundation.	⇔	↑	↑	
1.5.3	Through the Moody School, provide increased services and support to graduate students and post-doctoral scholars and create a forum for the interaction of faculty, students and visiting scholars.	⇔	↑	↑	
1.5.4	Initiate, monitor, evaluate, and fine-tune as necessary the Moody Fellowship Program to attract and support the best and brightest new PhD students.	⇔	↑	↑	
1.5.5	Recruit faculty where appropriate through interdisciplinary search committees that reflect more than one discipline.	↑	⇔	↑	
1.5.6	Develop SMU's Data Science Institute (DSI) to coordinate and facilitate interdisciplinary programs in data science, connect with other institutes and centers on campus, and encourage faculty expertise and interdisciplinary research that are based on data science and the use of big data.	↑	↑	↑	
1.5.7	Strengthen programming linkages for students and faculty in partnership with the George W. Bush Presidential Center.	↑	↑	↑	

Strategic Plan - Goal, Objective, Metric		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage			
		*2019–2020 compared to 2018–2019**	*2020–2021 compared to 2019–2020**	*2021–2022 compared to 2020–2021**	*Subcategory of metric*
1.6	*Strengthen the Meadows Museum and University library system by expanding collections, enhancing the digital research infrastructure, and engaging with the undergraduate curriculum.*	--	--	--	
1.6.1	Carry out the strategic vision for libraries to support SMU as a global research university with a liberal arts tradition.	↑	↑	↑	
1.6.2	Expand the information environment by increasing library holdings to support scholarly research and teaching at the highest level.	↑	↑	↑	
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.	↑	↑	↑	
1.6.4	Measure progress on the criteria for ranking among the top 100 academic libraries in North America.	↑	↑	↑	
1.6.5	Present exhibitions to attract robust numbers of museum visitors, including students, and increase the number of courses taking advantage of museum holdings.	↑	↑	↑	
1.7	*Continue to develop distinctive educational opportunities for the SMU-in-Taos campus.*	--	--	--	
1.7.1	Implement recommendations of the 2020 master plan for SMU-in-Taos.	⇔	⇔	⇔	
1.7.2	Develop or maintain near-capacity enrollments at SMU-in-Taos for January, May, June, and August terms and connect with other universities to expand year-round educational usage of the campus.	↑	↑	↓	enrollments
		⇔	⇔	⇔	other universities
1.7.3	Increase collaboration and partnerships between SMU-in-Taos and the surrounding community.	⇔	⇔	⇔	
2.0	**GOAL TWO: TO IMPROVE TEACHING AND LEARNING**	--	--	--	
2.1	*Enhance teaching and learning through innovative curricula and pedagogies that lead to critical and creative thinking and problem solving, informed by research and the use of advanced technologies.*	--	--	--	
2.1.1	Gauge the effectiveness of the peer review of teaching offered by the Center for Teaching Excellence (CTE).	⇔	⇔	⇔	
2.1.2	Increase the annual percentage of faculty using the CTE to 33%.	✓	✓	↓	
2.1.3	Evaluate the quality of online teaching and make recommendations for the continued improvement of online teaching.	↑	↑	↑	
2.1.4	Expand faculty training for alternative course delivery methods, including, where appropriate, online and hybrid approaches in order to foster curricular innovation.	↑	↑	↑	
2.1.5	Manage degree pathways and course offerings, including intersession, for timely degree completion as measured by four- and six-year graduation rates.	↑	↑	↑	
2.1.6	Expand online courses during intersession to reach non-SMU students.	↑	↑	↑	
2.2	*Design, implement, and evaluate interdisciplinary programs, combining fields generally considered distinct, to reflect the interdisciplinarity of the world today.*	--	--	--	
2.2.1	Encourage students to take multiple majors and minors that span disciplines rather than "double-down" in an area, increasing the percentage of students completing interdisciplinary programs.	↑	↑	↑	
2.2.2	Complete the integration of SMU Guildhall into Lyle School of Engineering and Meadows School of the Arts and promote connections of Guildhall with other academic units.	⇔	↑	↑	
2.3	*Review programs to ensure excellence and alignment with the University's strategic objectives, discontinuing programs where appropriate while accommodating new educational ventures.*	--	--	--	
2.3.1	Report annually on internal and external departmental reviews.	✓	✓	✓	
2.3.2	Report annually on new educational programs and discontinued programs in light of the University's strategic priorities.	✓	✓	✓	
2.4	*Engage the community for lifelong learning through professional training and continuing education.*	--	--	--	
2.4.1	Review best practices in continuing education, examine market studies for continuing education in North Texas, and enhance SMU's academic mission through continuing education offerings that resemble the rewarding robustness found in our aspirational peer institutions.	↑	↑	↑	

Strategic Plan - Goal, Objective, Metric		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage			
		*2019–2020 compared to 2018–2019**	*2020–2021 compared to 2019–2020**	*2021–2022 compared to 2020–2021**	*Subcategory of metric*
2.4.2	Develop new continuing education offerings, including innovative professional master's degrees and certificate programs, to serve alumni as well as new populations of learners.	↑	↑	↑	
2.5	*Increase involvement of students in internships and practical, field-based experiential learning on campus (including SMU-in-Taos), in the local community, and around the world.*	--	--	--	
2.5.1	Foster programs that use Dallas, SMU-in-Taos, the nation, and the world as a laboratory and a classroom.	↑	↑	↑	
2.5.2	Increase the number of students engaged in internship programs.	↓	↓	↓	
2.6	*Enhance the exposure of students to ethical thinking and behavior at the undergraduate and graduate levels.*	--	--	--	
2.6.1	Increase the number of courses fulfilling the Common Curriculum ethics requirement.	↑	↑	↑	
2.6.2	Leverage the Maguire Center to help faculty incorporate more ethics as content in courses.	↑	↑	↑	
2.6.3	Implement required training in Responsible Conduct of Research for all PhD students.	⇔	↑	↑	
3.0	**GOAL THREE: TO STRENGTHEN SCHOLARLY RESEARCH, CREATIVE ACHIEVEMENT, AND OPPORTUNITIES FOR INNOVATION**	--	--	--	
3.1	*Encourage widespread development of campuswide interdisciplinary research projects.*	--	--	--	
3.1.1	Review and act on recommendations of the task force on scholarly research and creative impact.	✓	✓	✓	
3.1.2	Develop a policy to enhance the effectiveness of centers and institutes in research, particularly interdisciplinary work.	↑	↑	↑	
3.1.3	Increase internal and external support for interdisciplinary research that positions SMU as a world leader in addressing global challenges.	↓	↑	↑	
3.1.4	Initiate and evaluate the seed grant program for enhancing research.	↑	↑	↑	
3.2	*Improve infrastructure and administrative support for faculty applying for external funding to enable expanded collaborative research with corporations, foundations, governments, and educational institutions.*	--	--	--	
3.2.1	Increase annual research expenditures to $60 million by 2025.	↑	↑	↓	
3.2.2	Increase restricted and unrestricted funding for instrumentation, maintenance, and upgraded labs.	↑	↑	↑	
3.2.3	Revise the overhead recovery model of the University so that the support for research infrastructure increases with the growth of research grants.	✓	✓	✓	
3.2.4	Strengthen partnerships and collaborative development and research programs with other universities and external businesses and organizations.	↑	↑	↓	
3.3	*Ensure the capability of high-performance computing to support research computing and utilize it as a basis for faculty recruitment and research investment.*	--	--	--	
3.3.1	Construct metrics for software and hardware for use in helping to keep SMU competitive in high-performance computing.	↑	↑	↑	
3.3.2	Strengthen faculty involvement in high-performance computing through collaboration among the Office of Information Technology, the Institute for Data Science, and the Center for Research Computing.	↑	↑	↑	
3.4	*Increase financial support of doctoral programs and graduate student fellowships to encourage research and creative achievement.*	--	--	--	
3.4.1	Improve graduate fellowship support in selected core areas to comparable averages (in amount and duration) of aspirational institutions.	↑	↑	↑	
3.4.2	Increase the annual number of PhDs awarded to 80 by 2025, while increasing completion rate and reducing the time to completion.	↑	↑	↓	
3.4.3	Increase the six-year completion rate for PhD degrees.	↑	↓	↑	
3.4.4	Increase the number of post-docs supporting research in STEM fields.	↑	↓	↑	
3.5	*Implement an updated technology transfer program.*	--	--	--	
3.5.1	Benchmark the technology transfer office against comparable offices at cohort and aspirational institutions.	↑	↑	↑	

Strategic Plan - Goal, Objective, Metric		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage			
		*2019–2020 compared to 2018–2019**	*2020–2021 compared to 2019–2020**	*2021–2022 compared to 2020–2021**	*Subcategory of metric*
3.5.2	Partner with existing technology and innovation incubators with a goal toward forming University-run incubators.	↑	↑	↑	
3.5.3	Develop an updated tech transfer program that is fully integrated with academic programs in the schools.	⇔	⇔	⇔	
3.5.4	Develop metrics to target specific numbers of applications, licensures, start-ups, etc., each year.	↑	↑	↑	
4.0	**GOAL FOUR: TO EXPAND OPPORTUNITIES FOR STUDENT DEVELOPMENT THROUGH AN ENGAGING AND SUPPORTIVE CAMPUS EXPERIENCE**	--	--	--	
4.1	Enhance critical student life programs related to student performance and retention.	--	--	--	
4.1.1	Identify and implement best practices for programs and services that promote the retention and graduation of underrepresented minority populations.	↑	↑	↑	
4.1.2	Support military veterans who are students at SMU by increasing Yellow Ribbon Program funds and other sources of support.	↑	↑	↑	
4.1.3	Measure the implementation of bystander intervention and values programming to enhance response and knowledge of resources for emotional distress, substance abuse, and sexual assault.	↑	⇔	⇔	
4.1.4	Utilize the Dr. Bob Smith Health Center to improve physical and mental health services in support of SMU students' well-being.	↑	↑	↑	
4.1.5	Develop formal transition programs and increase participation for graduate and transfer students to enhance their sense of belonging and connection to the University.	↑	↑	↑	
4.2	*Assess critical student life programs to ensure that they provide for intellectual and social engagement and leadership opportunities.*	--	--	--	
4.2.1	Strengthen and assess programming that promotes social and civic engagement and community.	↑	↑	↑	
4.2.2	Increase faculty and student engagement in co-curricular activities in each Residential Commons.	↑	⇔	↑	
4.3	*Assess critical student life programs to ensure that they provide for understanding of personal responsibility, respect for others, and diversity.*	--	--	--	
4.3.1	Strengthen programs designed to develop student leadership and cultural competence through community service.	↑	↑	↑	
4.3.2	Continue the development of CIQ@SMU and assess the reach of CIQ@SMU with student, staff, and faculty groups across campus.	↑	↑	↑	
4.3.3	Develop values-based programming for students who are members of SMU fraternities and sororities and other student groups.	↑	↑	↑	
4.3.4	Implement all-Greek programming to strengthen collaboration among the four governing councils.	↑	↑	↑	
4.4	*Enhance career services for all students by expanding partnerships with businesses, cultural and charitable organizations, and alumni.*	--	--	--	
4.4.1	Enhance ongoing collaboration among the Hegi Family Career Development Center, other career centers, and the schools to provide students with more seamless career counseling as well as residential and cocurricular experiences that support their careers and life goals.	↑	↑	↑	
4.4.2	Continue and improve tracking of the career placement of those awarded degrees, both undergraduate and graduate.	↑	↑	↑	
4.4.3	Implement a career development program in collaboration with other SMU career centers to assist with post-graduation employment opportunities for SMU student-athletes.	↑	↑	↑	
4.4.4	Increase the internship and career opportunities for undergraduates, and, where appropriate, graduate students.	↑	↑	↑	
4.5	*Increase academic success for student-athletes, and strengthen intercollegiate programs to increase our national competitiveness.*	--	--	--	
4.5.1	Maintain satisfactory NCAA Academic Progress Rate (APR) standards with all eligible programs posting a multiyear score of 975 or better.	⇔	↑	↑	
4.5.2	Maintain average team GPA for each sport above 3.0.	⇔	⇔	↓	
4.5.3	Win the most conference championships annually among member institutions.	⇔	⇔	↑	
4.5.4	Enhance SMU's position in the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup rankings.	NA	↑	↑	(canceled in 2019-20)

Strategic Plan - Goal, Objective, Metric		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage			
		*2019–2020 compared to 2018–2019**	*2020–2021 compared to 2019–2020**	*2021–2022 compared to 2020–2021**	*Subcategory of metric*
4.5.5	Establish the clear goal of postseason participation in all sports, including postseason bowls in football and NCAA tournaments in men's and women's basketball.	↑	↑	↑	
4.5.6	Increase the annual Mustang Athletic Fund in Athletics by at least 3% each year.	↓	↓	↑	
4.5.7	Increase ticket sales and average home attendance for football, women's basketball, and men's basketball.	↑	↓	↑	football
		↓	↓	↑	men's basketball
		⇔	⇔	↑	women's basketball
4.5.8	Complete funding and construction of athletics facilities for tennis, swimming and diving, soccer, and football.	↑	↑	↑	
4.6	*Continue to implement programs that increase awareness and understanding within the SMU community of the various forms of diversity such as cultural, ethnic, gender, racial, religious, sexual orientation, and socioeconomic status of North Texas.*	--	--	--	
4.6.1	Strengthen campus programs, services, and oversight of the student experience at SMU that foster respect for and inclusivity of all diverse identities, including ethnic, racial, religious, socioeconomic status, gender, and sexual orientation.	↑	↑	↑	
4.6.2	Strengthen support services for international students.	↑	↑	↑	
4.6.3	Expand the impact of CIQ@SMU across campus.	↑	↑	↑	
4.7	*Goal Four, Objective Seven: Evaluate options for providing enhanced child development, child care, and family services for faculty, staff, and students.*	--	--	--	
4.7.1	Maintain the child care center and consider the feasibility of providing additional services for students, staff, and faculty with young children.	↑	↑	↑	
4.7.2	Assess the feasibility of assisting members of the SMU community with access to elder care.	↑	↑	↑	
5.0	**GOAL FIVE: TO BROADEN GLOBAL PERSPECTIVES**	**--**	**--**	**--**	
5.1	*Continue the development of new international consortial agreements at the faculty, graduate, and undergraduate levels.*	--	--	--	
5.1.1	Increase the number of signed agreements for academic and research collaboration with foreign universities, in particular Central American, South American, and Asian universities.	↑	⇔	⇔	
5.2	*Expand the emphasis on global content in curricula across the University, and strengthen international studies within the overall curriculum.*	--	--	--	
5.2.1	Implement the University-wide plan for undergraduate study abroad.	⇔	⇔	⇔	
5.2.2	Increase the number of undergraduates from a variety of academic programs who study abroad and advise them on how to fit study abroad into their academic careers. Increase the number of graduating SMU seniors who have studied abroad to 50% by 2025.	↑	↓	↓	
5.2.3	Develop sources of support for academically meritorious students with financial need to provide an international study opportunity.	↑	⇔	⇔	
5.2.4	Develop study abroad programs for intersessions.	⇔	⇔	↑	
5.2.5	Increase the number of courses that include an international experience during spring break.	⇔	⇔	⇔	
5.2.6	Increase the percentage of undergraduates who graduate having completed the third semester of a second language.	↓	↓	↓	
5.2.7	Maintain the number of courses with a robust global focus or perspective.	↑	↑	↑	
5.2.8	Expand the number of majors who encourage study abroad in their curricular requirements.	↑	↑	↑	
5.3	*Increase the international representation of students and faculty.*	--	--	--	
5.3.1	Develop sources of support for scholarships for the most academically and creatively talented international students.	⇔	↑	↑	
5.3.2	Increase the number of faculty engagements with prospective students around the world through speaking opportunities, courses taught abroad, etc.	↑	⇔	⇔	

Strategic Plan - Goal, Objective, Metric		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage			
		*2019–2020 compared to 2018–2019**	*2020–2021 compared to 2019–2020**	*2021–2022 compared to 2020–2021**	*Subcategory of metric*
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.	⇔	⇔	⇔	
5.3.4	Increase the number of international graduate and undergraduate student applications, admits, deposits, and enrollments resulting in 15% international students by 2025, with international undergraduates at a minimum of 7%.	↓	↓	↓	undergraduate applications
		⇔	↓	↓	undergraduate admitted
		↓	↑	↑	undergraduate enrollments
		↑	↓	↓	graduate applications
		↑	↓	↓	graduate admitted
		↓	↓	↓	graduate enrollments
5.3.5	Enhance services for international undergraduate students that improve retention and graduation rates.	↓	↑	↑	retention rate
		↑	↑	↑	graduation rate, 4-year
		↑	↓	↓	graduation rate, 6-year
5.4	*Goal Five, Objective Four: Share research and best practices throughout the country and worldwide through interdisciplinary programs to raise SMU's visibility and reputation to the nation and the world.*	--	--	--	
6.0	**GOAL SIX: TO INCREASE REVENUE GENERATION AND PROMOTE RESPONSIBLE STEWARDSHIP OF RESOURCES**	--	--	--	
6.1	Develop, as appropriate, initiatives to improve the efficiency and effectiveness of University functions.	--	--	--	
6.1.1	Evaluate the measures identified for each initiative to ensure that processes are effective and efficient, and that the goal of the initiative is achieved. Show amounts of funding redirected to the academic sector.	↑	↑	↑	
6.2	*Develop an inclusive, transparent budgeting process that recognizes strategic priorities while lowering expenses.*	--	--	--	
6.2.1	Limit the growth in positions funded through unrestricted means to those directly supporting strategic priorities.	↑	↑	↑	
6.2.2	Evaluate the percentage of the budget that supports academic functions to ensure that emphasis remains on the academic mission.	↑	↑	↑	
6.3	*Increase levels of future private support, building on the success of past campaigns.*	--	--	--	
6.3.1	Continue momentum from the previous campaign by focusing on targeted key priorities and preparing for the next campaign.	↑	↑	↑	
6.3.2	Complete funding for existing capital projects.	↑	↑	↑	
6.3.3	Continue processes and staffing structures to provide greater support for ongoing University operations, sustaining current-use giving at $50 million annually.	↑	↑	↑	
6.3.4	Develop new ways to cultivate and motivate major donors identified during the previous campaign, leading to new and larger future gifts; grow the number of $1 million donors to SMU to 200 by 2025.	↑	↑	↑	
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.	↑	↑	↑	
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.*	↑	↑	↑	
6.3.7	Increase annually the number of volunteers involved in fundraising initiatives.	↓	↓	↓	
6.4	Elevate SMU's national profile to raise rankings and garner additional support for the University's strategic priorities, building on the accomplishments of SMU programs and its people.	--	--	--	
6.4.1	Continue to support SMU branding efforts, centrally and through schools and units.	↑	↑	↑	
6.4.2	Build external support for the goals of the SMU strategic plan.	↑	↑	↑	
6.4.3	Annually expand social media use to reach new audiences, increase visibility of academic progress, and gain more financial support.	↑	↑	↑	
6.5	*Employ investment best practices to balance potential rewards and risks to grow a diversified endowment to increase support to the University's academic priorities.*	--	--	--	

Strategic Plan - Goal, Objective, Metric		✓ achieved, ↑ progress, ⇔ no progress, ↓ slippage			
		*2019–2020 compared to 2018–2019**	*2020–2021 compared to 2019–2020**	*2021–2022 compared to 2020–2021**	*Subcategory of metric*
6.5.1	Outperform policy benchmarks while managing risk.	↑	↑	↑	
6.5.2	Ensure a total return ranked in the top 50% cohort and aspirational universities over a business cycle.	↑	↑	↑	
6.6	*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.	↑	↑	↑	
6.6.2	Continue to seek appropriate Leadership in Energy and Environmental Design (LEED) designations on all new construction and renovations.	↑	↑	↑	
Note : ✓ for achieved, ↑ for progress, ⇔ for neither progress nor slippage ("no progress"), and ↓ for slippage; "*" Except when the latest available data are for earlier years.					

MISSION STATEMENT

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

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

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

GOAL ONE OBJECTIVES

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

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

  With eight newly endowed academic positions created through donor gifts, the current number of substantially endowed chairs and academic positions is 130, constituting 29.3% of SMU's 444 tenured and tenure-track faculty. An additional 30 endowed positions would reach the 160 goal.

- 1.1.2 To increase externally funded research, encourage schools to recruit exceptional faculty researchers with start-up funding informed by strategic priorities and assessment of return on previous investments.

  With the increased focus on the goal of SMU becoming an R1 status university (see 3.2.1), the provost is committed to funding and supporting research activities at the University. The provost continued to fund all previous faculty start-up agreements last year. In total, approximately $895,000 was distributed to the schools for start-up funding for 2021–22. Going forward, start-up funding will be part of discretionary funding to the deans, reflecting performance-based budgeting formulas that reward academic units for school performance on metrics that align with strategic priorities. Overall, the provost awarded the schools a total of $5 million for next fiscal year from the provost's discretionary fund, an increase of $1 million over the previous year.

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

  In 2020–21, the provost, working with faculty-led task forces and in consultation with the deans, developed a systematic and data-informed plan for launching up to three clusters to hire nine to 12 top research faculty members in key areas such as data science, advanced computing, and technology-enhanced instruction and learning. Experience across these areas of strategic research excellence will serve as a model for future cluster hires to support our research, scholarly, and creative ambitions.

  During 2021–22, efforts focused on four positions in each of two clusters: 1) Earth Hazards and National Security and 2) Technology Innovations in STEM Education. National searches were conducted to fill eight new faculty positions in these clusters. Six searches were successful and two searches will continue to fill the remaining positions. In addition, searches for four new faculty positions in a third cluster, Data Science, will launch in fall 2022.

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

  Progress has been made toward more uniform promotion and tenure procedures. During 2020–21, the provost required all departments to establish clear, discipline-specific metrics in their workload documents detailing what constitutes low, adequate, and outstanding annual research productivity and scholarly/creative contributions. Also, the provost's office hosted discussions with deans, the Provost Advisory Committee on Promotion and Tenure, and select faculty on which aspects of the policies and practices should be revised, and which needed more standardization across the university.

  During the 2021–22 academic year, the provost's office continued collaboration with the deans and others to make the necessary policy changes and post the revised policies in fall 2022. These changes are that faculty who begin at SMU in 2022 or later must demonstrate "outstanding" achievement in research/creative activity (formerly, "high quality") and faculty can no longer go up for tenure more than once. Deans will submit revised guidelines that align with the University policy by August 1, 2022, for all departments into which new hires have been made. All other departments must submit revisions by December 1, 2022.

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

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

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

  Integrated Postsecondary Education Data System (IPEDS) data, the most recent available for fall 2020, allows comparisons of minority faculty percentages at SMU and peer universities, with faculty defined as full-time instructional faculty. Data for fall 2021 will become available in December 2022. While SMU's minority faculty composition has hovered around 19% between 2015 and 2020, peer averages have edged up from less than 19% to almost 23%. The percentages for minority faculty composition of SMU, aspirational peers, and cohort peers in 2020 are: Asians, 8.6 SMU, 12.3 aspirational, 10.1 cohort; Blacks or African Americans, 4.0, 3.9, 4.6; Hispanics 5.3, 4.4, 6.3; and two or more races 0.7, 1.7, 1.1.

Minority Faculty among the Full-time Instructional Faculty at SMU, Compared to Peer Averages, 2015–20 (%)

	2015	*2016*	*2017*	*2018*	*2019*	*2020*
SMU	19.3%	19.4%	18.5%	19.0%	19.2%	19.4%
Aspirational peers	18.7%	22.9%	20.7%	20.9%	21.8%	22.6%
Cohort peers	18.9%	16.4%	20.9%	21.4%	21.9%	22.8%

IPEDS data also allows comparisons of women faculty percentages at SMU and at SMU's peers, with faculty defined as full-time instructional faculty. As the table shows, from 2015 to 2020, SMU's percentage of women faculty rose from 39.3% to 41.5%. While SMU and aspirational peer averages of women faculty

trailed the cohort peer average, SMU's percentage resembled, excepting the most recent two years, the average percentage of women faculty at our aspirational peers.

Women Faculty among the Full-time Instructional Faculty at SMU, Compared to Peer Averages, 2015–20 (%)

	2015	*2016*	*2017*	*2018*	*2019*	*2020*
SMU	39.3%	39.4%	40.0%	41.2%	40.2%	41.5%
Aspirational peers	39.2%	39.4%	40.6%	41.1%	41.5%	42.3%
Cohort peers	41.4%	41.0%	41.8%	42.7%	43.5%	43.8%

In fall 2015, 18.3% of SMU full professors were women. This increased to 23.9% in fall 2021. In the pipeline from assistant to associate to full professor, the percentage of female faculty at the associate level dipped from 39.0% in 2015 to 35.0% in 2021. Among assistant professors, the percentage edged up from 46.3% in 2015 to 48.9% in 2021.

In 2021–22, 20 faculty were promoted: 12 to associate professor with tenure and eight to full professor. Women made up six of the 12 faculty promoted to associate professor with tenure (50%) and three of the eight promoted to full professor (38%).

SMU must continue its commitment to diversifying its faculty. Both the provost's office and Institutional Access and Equity (IAE) require open faculty positions to be advertised broadly in various media to attract women and minority applicants. Authorization of a search requires providing evidence of such robust outreach. In 2021–22, the provost's office and IAE collaborated with the newly established chief diversity officer to implement additional recruitment efforts, such as requiring all search committee members to take part in the CIQ Searching Intelligently workshop and, to ensure best practices, asking deans and the chief diversity officer to sign off on all active faculty recruitment plans.

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

The provost's office will assess the challenges in this area that guidelines and policy might effectively address. Funding for spousal hires, for example, will be

revisited, such that collaborative budgetary commitments to spousal hires can be integrated with strategic long-term planning.

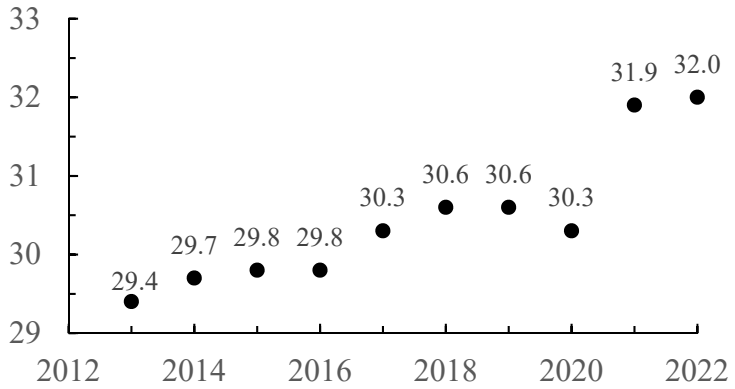
Objective 1.2 Enhance the University's ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.

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

  Limited administration of standardized testing during the pandemic led SMU and most other universities to adopt a test-optional policy for fall 2020, 2021, and 2022. Consequently, many university applicants did not report test scores, making test scores these years less comparable to prior years. Nevertheless, for the almost 40% of enrollees submitting test scores to SMU, preliminary data on SMU's fall 2022 first-year class gives an average ACT score of 32.0, matching the strong 31.9 of fall 2021, up from 30.3 for fall 2020 and 30.6 for fall 2019. An ACT of 32.0 indicates the 96th percentile of test-takers in the high school graduating classes of 2021–22. The following graph shows the average superscored ACT for SMU's entering cohorts since 2013.

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

  Average ACT Score of First-Year Students, Entry Cohorts, Fall 2013–Fall 2022



- 1.2.2 Demonstrate ongoing improvements in the academic quality of students in undergraduate and graduate programs through measurable metrics such as

national testing, external fellowships, publications, post-docs, and graduate placements with research doctorates in tenure-track academic positions.

SMU students won notable, prestigious national awards during 2021–22: Isabelle Galko won a Marshall scholarship, one of only 41 awarded in a competition of about 1,190 institutionally-endorsed candidates (3.4%). Galko became SMU's third Marshall Scholarship recipient. Nia Kamau won another highly competitive national scholarship, a Pickering Fellowship that attracts and prepares outstanding young people for Foreign Service careers in the U.S. Department of State. Kamau was SMU's first Pickering Fellow. SMU continued its strong showing with Fulbright awards, six students were selected in the 2021–22 academic year for a Fulbright for Belgium, Bulgaria, Germany, South Korea, Taiwan, and Zambia. Previous Fulbright award winners numbered six (2020–21), nine (2019–20, an SMU record), two (2018–19), seven (2017–18), and three (2016–17). In 2021–22, two undergraduates and one graduate student were selected for the U.S. Department of State's Boren Award for study in Kazakhstan, Singapore, and South Korea. Two undergraduates were awarded a Department of State Critical Language Scholarship, the country's most prestigious language study award, for host-country based, intensive language training, both in Arabic.

The graduate management admission test (GMAT) average for the two-year MBA in preliminary data for fall 2022 is 701 (88%), up from 686 (85%) in 2021, 650 (72%) in 2020, and 652 (72%) in 2019. For the one-year MBA, the average GMAT was 685 in 2022 (83%), 683 (82%) in 2021, and this was sharply up from 608 (57%) in 2020. The law school admission test (LSAT) median score for fall 2021 was a record-setting 163 (85%), up from 162 for fall 2020 and 161 for fall 2019. Preliminary numbers for fall 2022 are on track to meet or exceed 2021's record high.

Data on job placements, another mark of student quality, indicate nine SMU PhDs transitioned to tenure-track positions during 2021–22, matching the nine in 2019–20 but down from 13 in both 2020–21 and 2018–19. Another 25 transitioned to postdoctoral positions during 2021–22, up from 20 in 2020–21 and 18 in 2018–19, but down from 27 in 2019–20 (see 4.4.2).

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

Between fall 2015 and fall 2019 SMU made progress, achieving an admit rate below 50% and a higher yield rate. COVID-19's impact on the fall 2020 and later cohorts paused this progress. Despite the pandemic, enrollment continues strong. For fall 2022, as the following table shows, total applications surpassed 16,000 for the first time and increased over the previous fall for the fourth straight year.

Undergraduate Applications, Admit Rates, and Yield Rates, 2015–22

	2015	*2016*	*2017*	*2018*	*2019*	*2020*	*2021*	*2022*
Total applications	14,441	14,771	14,507	13,672	13,951	14,010	15,595	16,150
Admitted	6,360	6,482	6,402	6,451	6,583	7,376	8,335	8,439
Admit rate (of total)	44.0%	43.9%	44.1%	47.2%	47.2%	52.7%	53.5%	52.3%
Enrolled	1,374	1,522	1,423	1,530	1,544	1,531	1,572	1,643
Yield rate (enrolled of admitted)	21.6%	23.5%	22.2%	23.7%	23.5%	20.8%	18.9%	19.5%

Note: Data for 2022 as of August 23, 2022. The official numbers for 2022 will be available after the 12th day of undergraduate classes, the census date of September 7, 2022. Transfer applicants are not included in the above numbers.

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

  Minority students as a percentage of SMU's undergraduates increased from 26.7% to 29.7% between 2015 and 2020, but SMU lagged behind the average percentages for aspirational and cohort peers. SMU's undergraduate minority percentage ranked above that of four aspirational and five cohort institutions. By contrast, SMU's minority graduate student percentage (33.5%) topped both aspirational (26.8%) and cohort peer (32.9%) averages.

Minority Undergraduate Student Enrollment Compared to Peer Averages, 2015–20 (%)

	2015	*2016*	*2017*	*2018*	*2019*	*2020*
SMU	26.7%	26.4%	26.8%	27.7%	27.8%	29.7%
Aspirational peers	31.8%	30.3%	32.6%	33.8%	35.0%	37.1%
Cohort peers	29.1%	27.0%	29.3%	29.8%	30.5%	32.5%

Note: Minorities include Asian, Black, Hispanic, and two or more races, as well as other Integrated Postsecondary Education Data System (IPEDS) reporting categories except white, nonresident alien, and unknown race or ethnicity. The latest data available from IPEDS are for fall 2020.

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

  In 2021–22, the partnership of the Simmons School with the Dallas Independent School District and Toyota, the innovative West Dallas STEM (Science, Technology, Engineering, and Mathematics) School, entered an implementation phase with the enrollment of seventh and eighth graders in August 2021. The project has strengthened SMU's relationships with community, educational, and religious organizations that foster college access for racially, ethnically, and socioeconomically diverse high-achieving students. In August 2021, Toyota USA recognized the Simmons School's key role in the project with an additional grant of $3 million to SMU, adding to the $2 million grant the foundation initially awarded in September 2018.

  The Simmons School's College Access program assisted over 1,000 students who were potential first-generation students, underrepresented minorities, or from families with limited incomes to prepare for college success through its Upward Bound, Upward Bound Math Science, Talent Search, and McNair Scholars opportunities in 2021–22.

  In summer 2022, SMU's Dean of Admission Elena Hicks was appointed Board Chair of the Coalition for College, a national organization of preeminent colleges and universities focused on facilitating increased enrollment of traditionally underrepresented students. Dean Hicks had served on the board for

this coalition since 2019. Also, in August 2022, SMU hosted the annual meeting of the Coalition for College with nearly 100 university enrollment leaders from prominent institutions across the country in attendance.

SMU maintains Memorandums of Understanding with leading national and state charter school organizations, KIPP Schools (national), IDEA Public Charter School Network (Texas), and Uplift Public Charter Schools (DFW). The agreements include enhanced opportunities for SMU admission staff to inform school staff and students about the opportunities at SMU as well as enhanced opportunities for their students to visit SMU's campus. SMU offers special scholarship consideration to KIPP students.

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

  The Office of Alumni Relations and Engagement leads an effort each year to have alumni volunteers call admitted students. In spring 2022, 154 alumni volunteers, including those from SMU's Black Alumni, Hispanic Alumni, and Asian Pacific Islander Alumni groups, contacted almost 1,700 accepted applicants to SMU to encourage enrollment, representing an increase in the number of connections made from 774 the previous summer.

  In spring 2022, a strategic admission marketing planning effort identified additional opportunities to engage alumni in recruitment of undergraduate students. Some of these efforts will begin in the next recruitment cycle.

  During the summer of 2021, SMU hosted 26 send-off parties for first-year students across the nation, including three virtual options, engaging more than 870 attendees. This represents an increase in the number of hosted events and attendees over the previous fiscal year.

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

  SMU has expanded its outreach to school counselors in DISD to invite student groups to campus for the DISD@SMU program. The interest in attending has increased since SMU adopted a temporary test-optional policy for admission. Also, an admission office representative attends University Crossroads, an organization promoting partnerships between higher education and local businesses, chambers of commerce and professional organizations, school

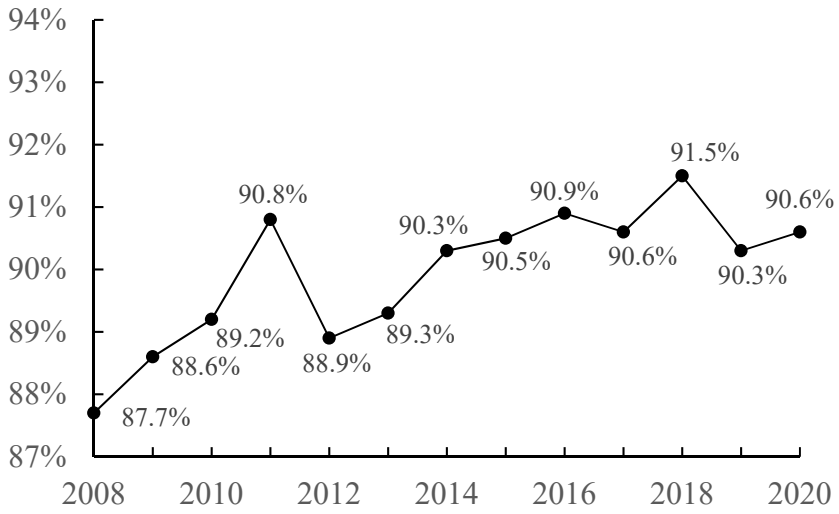
districts, non-profits, faith-based, community, and scholarship programs, media, and others.

SMU continues to make gains in using social media to increase the numbers of higher education leaders who recognize SMU as a premier university, of alumni and North Texans who perceive SMU as a smart investment, and of prospective students who make SMU their top choice (see 6.4.3).

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

Under 88% with the 2008 cohort, retention rose to reach 91.5% for the 2018 entry cohort, but the pandemic interrupted that trend with retention receding to 90.3% for the fall 2019 entry cohort. Retention edged up to 90.6% for the 2020 cohort. Further gains will be challenging. Under the leadership of Associate Provost Sheri Kunovich, SMU increased the focus on retention and graduation rates through "SMU in Four," SMU's Quality Enhancement Plan (QEP), developing new ways to identify students who struggle academically, personally, or financially, and to assist in their retention and graduation. The success of this work is essential if SMU is to reach by 2025 the retention and graduation goals set forth in the strategic plan.

First- to Second-Year Retention Rates, Undergraduate Entry Cohorts, Fall 2008–Fall 2020 (%)

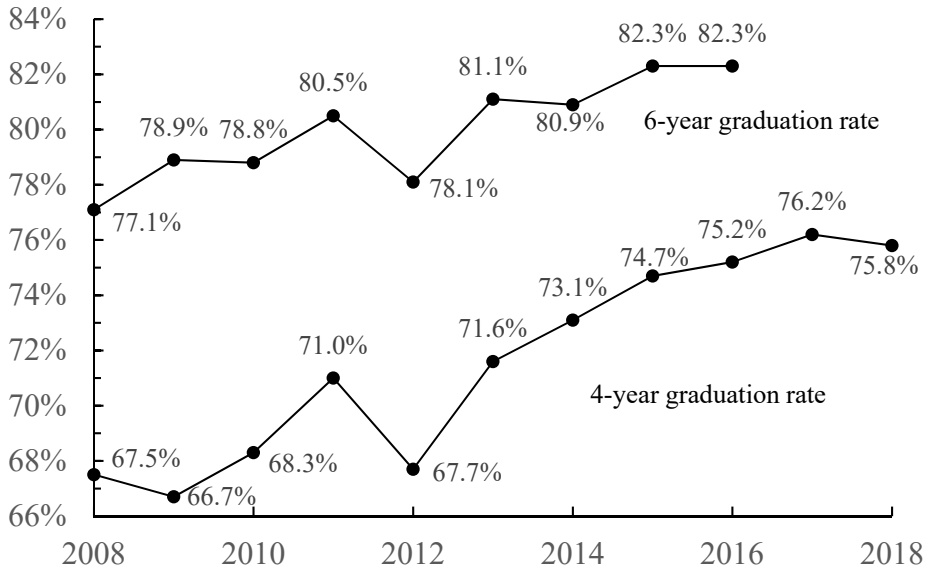


Note: Retention for the 2021 entry cohort will be available after the 12th day of undergraduate classes, the official census date of September 7, 2022.

- 1.2.9 Increase the four-year and six-year graduation rates for undergraduate students to 80% and 84%, respectively, by 2025.

  For four-year graduation rates, despite the challenges of the pandemic, the previous goal of 74% has been accomplished for the fourth straight year. The strong upward trend since the 2008 cohort, 2012 excepted, has led to raising of the four-year graduation rate goal to 80% to align more closely with our aspirational peers. This raised goal is ambitious, but efforts underway through SMU's QEP, "SMU in Four" will focus and further prospects for reaching 80% by the end of the 2024–25 academic year with the fall 2021 entry cohort. Excepting the 2012 cohort, the six-year graduation rate has also climbed, reaching 82.3% for the 2016 cohort.

  Four- and Six-Year Graduation Rates, Undergraduate Entry Cohorts, Fall 2008–Fall 2018 (%)



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

  Significant progress was achieved in fall 2021 in racial and ethnic diversity in recruitment: 33.1% minority students among the first-years out of high school entering SMU and 44.5% minority students among the entering transfers. For students entering in fall 2022, preliminary data as of August 23, 2022 indicate

strong racial and ethnic diversity will continue with 32.2% minority students among first-years and a record 48.7% among transfers.

Among the first-years, the same preliminary data for students entering in fall 2022 indicate Pell recipients make up 12.0%, compared to 11.2% in fall 2021 and 9.4% in fall 2020. So far, first-generation students make up 9.6% for fall 2022, compared to 8.1% in fall 2021 and 5.7% in fall 2020.

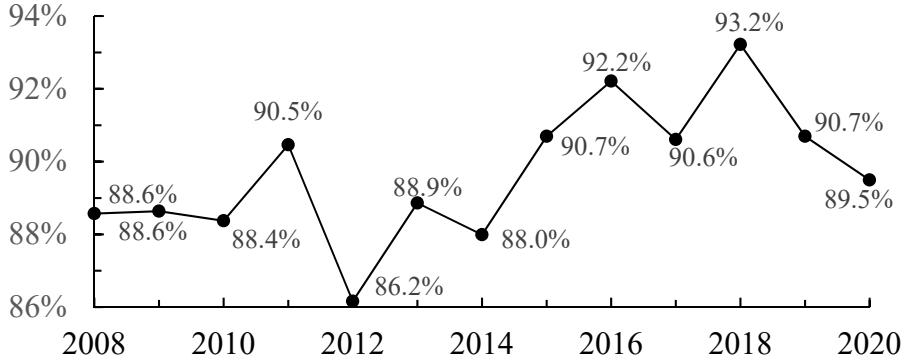
Recruitment to enhance the diversity of the student body has been boosted in part by an 8.8% increase in institutional gift aid (grants and scholarships excluding athletic aid and tuition waivers) to racially and ethnically underrepresented students from 2020–21 to 2021–22. Since 2015–16, the increase totals 73%. Likewise, increases have occurred in the number of racially and ethnically underrepresented students receiving institutional gift aid. That number has grown by 7.4% from 2020–21 to 2021–22, by 38% since 2015–16.

In April 2022, the University announced Access SMU, a program that provides additional scholarships to meet the full demonstrated financial need of high achieving students from Texas who receive federal Pell grants and SMU University merit scholarships. These students identify significantly with racially, ethnically, and socioeconomically underrepresented populations. With support from SMU Ignited, Access SMU is designed to ensure talented students can attend SMU regardless of family finances. For recruitment of diverse students see also 1.2.4 and 1.3.2.

Students selected for SMU's two premier scholarships, Hunt Leadership Scholars and President's Scholars, are more diverse than their undergraduate peers: in 2021–22, students from underrepresented groups will make up 55.0% of all Hunt Scholars and 42.7% of all President's Scholars.

The figure below shows retention for minority students. While for the 2020 entry cohort, 89.5% of the minority students were retained compared to 90.6% of all students (1.2.8), in each of the five previous years, the minority student retention rate surpassed or matched the overall retention rate.

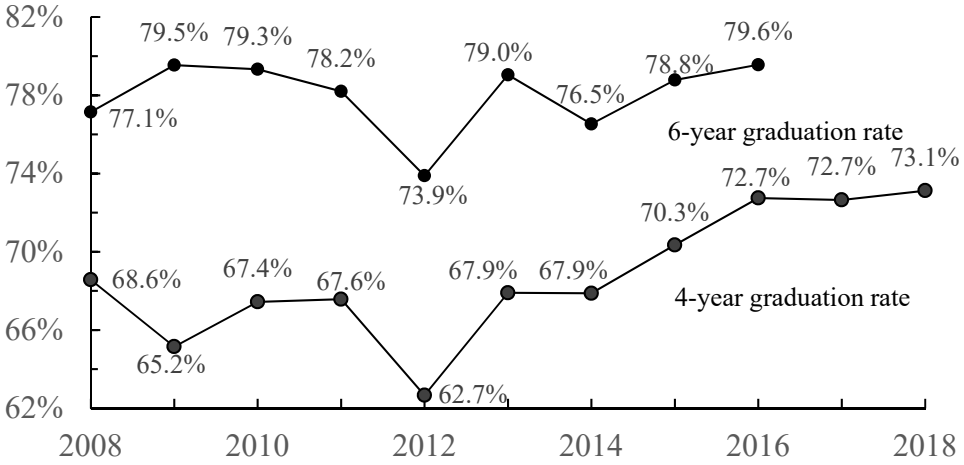
First- to Second-Year Retention Rates, Minority Students, Undergraduate Entry Cohorts, Fall 2008–Fall 2020 (%)



Note: Retention for the 2021 minority entry cohort will be available after the 12th day of undergraduate classes, the official census date of September 7, 2022.

For four- and six-year graduation rates, the most recent minority percentages increased over the rates for the previous cohort but mostly lag the overall percentages (1.2.9) by averages of about three percentage points for four-year and two percentage points for six-year graduation. In the years ahead, provost office initiatives around student success such as "SMU in Four" will work to close the gap in the minority graduation rate and the overall rate.

Four- and Six-Year Graduation Rates, Minority Students, Undergraduate Entry Cohorts, Fall 2008–Fall 2018 (%)



- 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 Moody School oversees the University's graduate admission process, managing the processing of master's applications and doctoral applications for most schools. In spring 2022, the provost charged a working group to review graduate admissions at SMU and make recommendations for improving efficiency and generating accurate, actionable data by centralizing aspects of graduate application processing. Implementation of recommendations will begin in 2022–23.

Graduate and Professional Applications by School, 2016–22

School	*2016*	*2017*	*2018*	*2019*	*2020*	*2021*	*2022*
Cox	1,777	1,893	2,165	1,988	3,327	2,642	1,975
Dedman College	1,086	866	821	790	775	787	717
Dedman Law	1,772	1,759	1,883	1,877	1,995	2,445	2,506
Guildhall	109	130	202	194	205	159	160
Lyle	2,179	2,236	2,055	1,490	1,543	1,073	1,158
Meadows	289	341	297	337	301	282	274
Perkins	115	139	216	326	273	217	151
Provost / SMU GO	382	422	416	285	191	182	202
Simmons	—	1,135	1,191	1,111	1,173	1,203	1,077
University total	7,709	8,921	9,246	8,398	9,783	8,990	8,220

Note: Annual figures are for calendar year. Figures for 2022 are as of early July 2022.

The pandemic was not an auspicious time for graduate and professional applications. For the second straight year, total graduate and professional applications declined. Notably, Dedman School of Law showed improvement

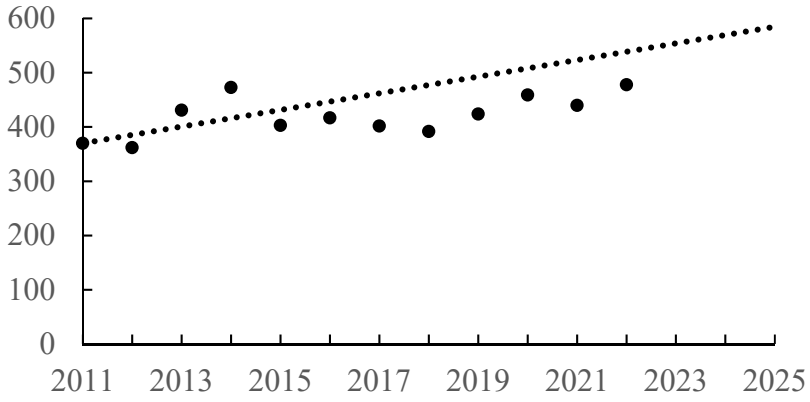
for its third consecutive year. Graduate application numbers are presented in the table for calendar years 2016 through 2022. (International applications for graduate school are presented at 5.3.4.)

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

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

  In 2021–22, 478 new transfer students entered SMU in fall and spring terms, the highest number in the last dozen years. Even so, to reach 600 new transfer students by 2025 will require even greater increases. While 2012–13 and 2013–14 surpassed the needed growth, the years since have lagged below the levels needed.

  New Transfer Students by Academic Year, 2010–22



  Note: Year indicates the year ending the academic year. The dotted line indicates the growth needed from 370 transfers in 2010–11 to achieve the goal of 600 transfers in 2024–25.

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

  Transfer student initiatives for recruitment and support have helped boost diversity. For fall 2022, preliminary figures as of July 8, 2022 show minority students make up 48.7% of the new transfer students, above the 32.2% for first-years entering from high school. In previous academic years, counting entering transfer students in both fall and spring terms, minority students made up the

following shares of transfer students: 44.8% (2020–21), 39.3% (2019–20), 38.2% (2018–19), 37.0% (2017–18), and 34.6% (2016–17).

The admission office has added an additional full-time admission counselor bringing the total number of dedicated transfer recruiters to three. The team has completed agreements with six north and east Texas community college districts to allow SMU to make direct contact with potential transfer students from Dallas College, North Central Texas College, Grayson College, Trinity Valley Community College, and Tyler Junior College.

For courses that transfer students commonly need, Academic Affairs has reserved seats and created special sections for the WRTR 1313 course to better support transfer students in their degree plans. The University Advising Center added a transfer-specific academic advisor.

In Fall 2022, SMU will open a transfer and veterans services center that brings together services dedicated to these students from admission, advising, registrar, financial aid, and general education. The center will be located on the first floor of the Blanton Student Services Building.

Preliminary data on the fall 2022 entry cohort indicate SMU increased the amount of institutional gift aid (grants and scholarships excluding athletic aid) to ethnically diverse transfer students by 10.6% from 2020–21 to 2021–22. Also, 6.9% more ethnically diverse transfer students received institutional gift aid in 2021–22 than in 2020–21.

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

  Steps have been taken since 2020–21 to solidify support for transfer students, including having virtual orientation for transfer as well as traditional students and adding transfer versions for spring of the typical fall student welcome activities. These and other changes resulted from the completed Transfer Student Experience Task Force whose findings guide SMU in the ongoing attempt to strengthen community and reduce the perceptions of marginality some transfer students experienced in the past.

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

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

  SMU continues to be considered a competitive employer in the DFW area for staff positions. This year, over 10,053 applications/resumes were received for posted positions, which resulted in 349 staff and post-doc new hires.

  In Fall 2021, SMU HR and Aon Hewitt performed the biennial market review on staff compensation for positions throughout SMU that broadly represented the campus and various pay grades. Out of the 150 job titles/306 employees reviewed, 124 employees received a market adjustment. Ad hoc market checks are done throughout the year for specific positions that may be lagging behind in the market as was the case with the SMU Police Department this past year when a market review led to a salary adjustment for all 33 SMU police personnel.

  SMU's comprehensive benefit offering continues to attract and retain staff. The plans offered continued to be affordable and heavily subsidized by the University. SMU Human Resources completed a comprehensive benefits benchmark survey/report in the spring of 2022. This survey compared SMU's benefit offerings to aspirational peer and cohort universities and five major DFW employers. The survey found that SMU offers a broad and competitive benefit package. Key areas where SMU's benefits stood out favorably were retirement matching, Emeriti retiree health plan, life insurance policies and tuition benefits. Other areas identified and addressed for enhancement were Employee Assistance Programs (EAP), long-term disability monthly benefit, and the holiday schedule.

  SMU HR implemented some benefit enhancements in response to the pandemic to provide faculty, staff and their covered dependents the ability to seek testing and treatment for COVID-19 with no out-of-pocket cost to the employee. Other enhancements included virtual care options for routine medical care with no out-of-pocket cost to employee. SMU continued to provide ancillary benefits that provided support and assistance for mental health counseling, childcare/elder care and other issues surrounding the pandemic. All these benefit offerings will continue to be available at no cost to faculty, staff, and their covered dependents through December 2022.

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

SMU continuously promotes a culture of recognition and appreciation for staff through recognition programs and award initiatives. This past year, professional development workshops were offered virtually, in-person, and in on-demand formats to meet the comfort level of participants. All told, staff completed 523 hours of professional development training and 427 hours of manager development training. In addition, 5,518 new and existing employees engaged in 7,226 hours of employee required on-line trainings in response to University policy, federal and state laws.

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

Staff and Managerial Diversity, SMU compared to Aspirational and Cohort Peer Averages, 2016–20 (%)

	Minority Staff (%)					*Minority Managers (%)*				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
SMU	29.2	31.2	31.7	26.3	31.8	27.2	29.4	28.1	28.9	29.0
Aspirational peers	32.2	32.5	32.9	30.7	34.7	21.6	21.8	22.7	23.5	24.8
Cohort peers	39.4	40.0	40.8	32.7	42.4	25.5	26.1	27.8	28.4	29.4

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

For 2016–2020, the SMU percentage of total minorities in managerial positions is higher than the averages of SMU's aspirational peers, and above or similar to that of the cohort peers. Yet for all staff (excluding faculty), SMU trails the cohort and aspirational peer averages. Several initiatives now underway at SMU have specific objectives to enhance minority recruiting as well as retention strategies that create pathways for career advancement for ethnic minorities.

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

- 1.5.1 Leverage the Moody School of Graduate and Advanced Studies to increase the University's research activity and stature through the strategic award of fellowships to support promising faculty research directions and strengthen the University's ranking in the Carnegie Classification of Institutions of Higher Education.

  In 2021–22, SMU launched a marketing campaign to communicate the significance of the Moody School and its role in the expansion of SMU research. Also, after a national search, SMU named as the inaugural dean of the Moody School Dr. Robin Poston, former Dean of the Graduate School at the University of Memphis. Under Dean Poston's leadership of the Moody School, SMU will increase the focus on research and advancing in the Carnegie rankings.

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

  Design is complete for the three-story, 44,222 square-foot Frances Anne Moody Hall. The groundbreaking was held on December 3, 2021. Construction is underway and on track for completion in June 2023. Fundraising is ongoing. This new facility will be home to the Moody School, spurring faculty and student interaction for significant, interdisciplinary research.

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

  During 2021–22 the Moody School continued rounding out staffing, hiring a director of graduate career development and postdoctoral affairs to assist and track graduate students as they advance to careers in their fields, to coordinate services for postdoctoral scholars, and to support faculty in the hiring, onboarding, and mentoring of postdoctoral scholars.

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

  To attract outstanding applicants to SMU PhD programs, the Moody School has established Moody Graduate Fellowships with competitive, annual stipends of $30,000 for up to five years. Twelve fall 2022 PhD applicants were offered Moody Graduate Fellowships; seven accepted. The high yield rate of 58%,

although less than the 82% yield rate for fall 2021, indicates that the program is meeting its goal of attracting outstanding applicants with competing offers from other established programs. Also, to bolster PhD completion and shorten time-to-degree, the Moody School offers Moody Dissertation Fellowships to support students in the final stages of completing the PhD. Five Moody Dissertation Fellowships were offered in spring 2021; four students successfully completed the PhD in spring 2022, and one is expected to complete in summer 2022. Five Moody Dissertation fellows were offered to outstanding PhD students for 2022–23.

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

  During 2021–22, the two cluster hire searches for seven faculty (see 1.1.3) were strong examples of interdisciplinary search committees: one search committee had eight faculty from three departments, the other had 11 faculty representing nine departments.

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

  A charter establishing SMU's Data Science Institute was approved by the provost in 2020, and interim directors selected from the SMU faculty have led DSI since 2020. A national search for a permanent director is planned for 2022–23.

  Academic reorganization has served to advance data science at SMU. The new Department of Statistics and Data Science will draw on faculty in Cox, Lyle, and Dedman and will be overseen by those schools under the guidance of an associate provost appointed by the provost, with the Dean of Dedman College as the lead dean. The department will be responsible for the majors and minors in Statistical Science and in Data Science, the MS in Applied Statistics and Data Analytics, the MS in Data Science, and two PhD programs: Biostatistics and Statistical Science. When approved, the proposed PhD in Data Science will be based in the department.

  SMU's DSI facilitated interdisciplinary teams of faculty and local organizations who developed successfully funded proposals such as a three-year National

Science Foundation summer data science research experience for undergraduates, involving research projects led by faculty from Dedman Law, Lyle, and Dedman College; a project funded by U.S. Courts for the DSI and the Deason Criminal Justice Reform Center; a human trafficking project directed by faculty from Lyle and Dedman College funded by congressional earmarks; the first SMU-Bush Presidential Center post-doctoral funding for a data science-based economics resilience study involve Lyle and Dedman College.

SMU DataArts (culturaldata.org), an arts research center within the Meadows school, brings advanced analytical techniques and data science into arts management, leading the field with innovative research to understand the larger arts ecosystem and the factors that affect organizational health. SMU DataArts collaborates with other campus units, other universities, field researchers, and arts and funding organizations across the nation. Creating one of the nation's largest, most unique, and robust arts and cultural data sets by continuous integration of data collected through its own instrument (the Cultural Data Profile) with commercial and governmental data, SMU DataArts published 34 white papers and reports in 2021–22, several focused on equality, diversity, and inclusion in the arts. Such work has recently led to a $2.5 million grant from Bloomberg Philanthropies and a $1 million grant from the Mellon Foundation, both over the next three years. SMU DataArts's strategic effort reflects SMU's historical commitment to the arts and an emphasis on big data and R1 research activity (see 3.2.1).

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

  In spring 2022, the Office of the Provost partnered with the George W. Bush Institute to create a new post-doctoral fellowship program to encourage collaborative research between SMU and the Institute and to increase the number of post-docs at SMU. Three one-year post-docs will be awarded each year. All SMU tenured and tenure-track faculty are eligible to submit proposals to support post-doctoral fellows on projects that both advance SMU strategic research objectives and address topics that are central to the research themes of the Institute. Preference is given to proposals from assistant professors.

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

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

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

  The first, all-inclusive *SMU Libraries Strategic Plan, 2019–2024*, completed in fall 2019, helped guide the library as it continued to serve patrons and resume activities halted during the pandemic. Notable successes in implementing the plan include:

  - Activating cultural heritage and engaging audiences through curating or hosting nine exhibits, including one entitled *Underwood Law Library: Celebrating 50 Years, 1971–2021*.
  - Championing research innovation by hiring a Director of Research and Scholarship Initiatives, joining the Texas Digital Library, and continuing to build SMU Libraries' collections to support interdisciplinary research.
  - Redesigning online research guides into one easy-to-use site that quickly gets researchers of all levels to the resources they need.
  - Improving the SMU Libraries' digital experience by renovating the library website information architecture and redesigning the website.
  - Revising hiring practices to be more consistent, equitable, and inclusive in coordination with Human Resources and the Office of Diversity and Inclusion.
  - Conducting national searches and hiring five key strategic positions.

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

  SMU Libraries has made notable progress augmenting its collections. An increase in the general collections budget and allocation of one-time funds allowed SMU Libraries to acquire resources requested by faculty. Since 2019, increases from OE2C savings totaling over $1 million to the SMU Libraries Collections budget have boosted the library's acquisitions.

DeGolyer Library welcomed a number of new collections, including the papers of Adlene Harrison, first female mayor of Dallas. Acquisition and transfer of four major collections from the United Methodist Publishing House to Bridwell Library was completed. Major new electronic resource acquisitions have occurred and the SMU Libraries provide and facilitate access to large datasets for research purposes, such as the Nielsen Ratings data. Moreover, SMU Libraries is transitioning to electronic-only status with the Federal Depository Library Program. This shifting depository status to digital formats will allow redeploying staff resources towards even greater support of research.

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

  SMU Libraries, in collaboration with the Office of Information Technology, continued efforts to develop a new Scholarship and Research Studio at Fondren Library. This would bring together campus partners to deliver cutting-edge computational research support from a range of library, information technology, and research experts. An important step has been made with hiring a Director of Research and Scholarly Initiatives who will serve as the director of the studio.

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

  SMU Libraries promoted SMU faculty scholarship through SMU Scholar, an open-access institutional repository that currently contains more than 16,000 papers and had more than one million downloads during fiscal year 2021–22.

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

  Membership in the Association of Research Libraries (ARL) is one potential indicator of a university library's ability to support research at the R1 level. Preliminary analyses indicate characteristics such as total expenditures and staffing are strongly correlated to ARL membership status. To gain a more comprehensive picture of specific targets for SMU Libraries' strategic expenditures and alignment, the SMU Libraries is reviewing studies and performing a large-scale analysis of U.S. libraries at doctoral-granting

institutions. The analysis seeks to identify key characteristics necessary for modern academic libraries to support very high levels of research activity. Since 2018–19, the increases to the SMU Libraries collections budget continue to bring that budget closer to resource spending allocations among the top 100 academic libraries. Also, internal data collection techniques and practices within the SMU Libraries have been revised and improved.

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

  On August 26, 2021, Linda P. and William A. Custard committed $3 million, matched by an additional $3 million from The Meadows Foundation, to establish a new cultural institute within the Meadows Museum. The Custard Institute for Spanish Art and Culture at the Meadows Museum will expand the museum's current research and educational programs and significantly increase the museum's research activities by fostering interdisciplinary collaborations with peer institutions and by facilitating new ways of teaching and learning alongside SMU's archives and libraries.

  Special exhibitions organized by the Meadows Museum complement and expand upon the many strengths of the Museum's permanent collection of Spanish art. All exhibitions were accompanied by public lectures and a catalogue. *Canvas and Silk: Historic Fashion from Madrid's Museo del Traje* (September 19, 2021–January 9, 2022) paired works in the Meadows collection with representative examples of the historic dress from the Spanish Fashion Museum. *Image & Identity: Mexican Fashion in the Modern Period*, built on themes from *Canvas & Silk*, illustrating national identity through fashion and featured loans from SMU's DeGolyer Library. *Murillo: Picturing the Prodigal Son* (February 20–June 12, 2022) centered on six paintings from the National Gallery of Ireland, Dublin, by Sevillian artist Bartolomé Esteban Murillo (1617–1682). The series from Dublin was augmented by additional paintings and items from the National Gallery of Art, Washington; The Hispanic Society of America, New York; and the Metropolitan Museum of Art, New York; in addition to Meadows Museum's own collection of Murillo paintings, all of which provided a comprehensive presentation of the artist's contemporary source material on the topic of the prodigal son. *Meadows/ARCO Artist Spotlight: Ignasi Aballí* (March 6–June 26, 2022) showcased the museum's commitment to contemporary art in the presentation of work by the Spanish conceptual artist Ignasi Aballí (b. 1958), who is representing Spain at the 59th

Venice Biennale. *Masterpiece in Residence: Juan Sánchez Cotán's Still Life with Quince, Cabbage, Melon, and Cucumber* (March 6–June 26, 2022) launched an exciting new loan program featuring some of the most significant holdings of Spanish art in American collections. The first painting in the series is the truly extraordinary and enigmatic still life by the artist-turned-monk Juan Sánchez Cotán (1560–1627) on loan from the San Diego Museum of Art.

Last year marked the return of in-person programming at the Meadows Museum. Audiences once again attended lectures as well as talks and tours at the museum and participated in the museum's ongoing virtual offerings. The museum strengthened relationships with faculty, staff, and students across SMU with several programs such as partnering with SMU's Spanish Language department by offering docent-led tours of *Murillo: Picturing the Prodigal Son* for students in all nine sections of their intro-level Spanish course.

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

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

  Planning for implementation of the 2020 master plan for SMU-in-Taos was underway when the pandemic suspended activities at the campus. The Taos campus reopened for the January 2022 term. Significant changes in supply chain, inflation, and skilled labor shortages in Taos will lead us to review and re-cost the 2020 master plan.

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

  In-person courses at the SMU-in-Taos campus were suspended, and the campus shuttered for two years (718 consecutive days). Since reopening in January 2022, enrollment is slowly returning. Taos enrollment unique headcounts in 2021–22 consisted of 85 students in August of 2021 (at that time, still remote); 39 students in January; and 35 in May. These in-person results are below pre-pandemic levels and the August 2022 term was cancelled due to too few students enrolled. Suspending Taos campus for two years lost our most effective marketing: "word of mouth" from student peers recommending Taos. The majority of students who were sophomores, juniors, and seniors when the campus was closed have now graduated. This requires us to start anew to

connect students to the SMU-in-Taos campus experience, a process that will pick up speed in the fall of 2022.

Efforts to expand educational usage of campus by making the campus available to other universities continues and some previous groups have returned. However, these institutions have also seen participation returning slowly and expressed struggles with rising costs and more limited resources. As with SMU students and Taos, it will take time to rebuild this aspect of campus activity.

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

  As the SMU-in-Taos campus emerges from suspension of activities during the pandemic, SMU faculty and staff continue to seek opportunities to renew and increase relationships with community organizations and institutions in New Mexico. The return of students to campus will again make possible collaborative service learning and research projects.

GOAL TWO: TO IMPROVE TEACHING AND LEARNING

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

GOAL TWO OBJECTIVES

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

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

  More pressing priorities during the two prior academic years have deferred efforts to assess the peer review of teaching until 2022–23. Because of the pandemic in spring 2020, CTE pivoted to a leadership role in preparing and supporting remote teaching by SMU's faculty. The University's decision to offer a hybrid of in-person and remote for 2020–21 (SMUFlex) and a more fully in-person teaching for 2021–22 meant CTE proved central to supporting faculty as they transitioned and navigated the challenges.

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

  CTE continued efforts to engage more faculty with CTE services. During 2021–22's return to more typical, yet still COVID-19 impacted operations, approximately 15% of full-time SMU faculty engaged with CTE, a decline from almost 48% in 2020–2021 and 40% in 2019–20, record levels reached when faculty enrolled in Canvas-based, training courses for online teaching. Training at that same level was not required of faculty during the 2021–22 year.

- 2.1.3 Evaluate the quality of online teaching and make recommendations for the continued improvement of online teaching.

  The provost formalized training requirements for online and hybrid faculty in February 2022 such that only faculty certified to teach online may develop or

teach a course in the online or hybrid modality. To gain certification, faculty complete training delivered in conjunction with Quality Matters (QM) Consortium. As of summer 2022, over 640 SMU faculty have been certified to teach online and hybrid courses.

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

  CTE's annual Teaching Effectiveness Symposium showcases creative and engaging teaching practices of SMU's faculty. To encourage innovative teaching, CTE awarded Just-in-Time Teaching and Technology grants to 28 faculty in 2021–22 to promote teaching improvements such as the use of virtual reality, digital design, and active learning techniques. In addition, CTE hosted "Teaching Thursdays," a monthly coffee chat for faculty to come together to discuss and exchange teaching practices. Also, in partnership with "SMU in Four," SMU's Quality Enhancement Plan, CTE provided staff and leadership support for a key course redesign in the Economics department and launched the Student Engagement Institute to bring together faculty to discuss best practices in teaching first year and gateway courses.

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

  The Common Curriculum began in fall 2020 and was shaped in part by the intent to remove obstacles to timely graduation. Also, Student Academic Engagement and Success (SAES) in the Office of the Provost, and Student Academic Success Programs (SASP) in Student Affairs, monitor wide-ranging issues affecting timely graduation and recommend actions to address concerns, such as steps to increase intersession access for graduating students. Four- and six-year graduation rates are discussed at 1.2.9, 1.2.10, and 5.3.5.

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

  In 2021–22 seven intersession courses ranging across Applied Physiology and Sports Management, Chemistry, Education (2), Psychology, Statistics, and World Languages began development for online delivery–four scheduled for summer 2022, another three for 2023.

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

Schools and departments collaborate to create and support interdisciplinary degree programs. Examples include:

- Faculty in SMU's Data Science program, a collaboration among Cox, Dedman, and Lyle, are working to propose a new PhD program in fall 2022.
- Faculty in the five departments of Lyle collaborated to create a multidisciplinary MS in Data Engineering, which is one of the fastest growing engineering disciplines, addressing the acquisition, communication, curation and analysis of continually evolving quantitative information sets. SMU's MS in Data Engineering is one of the nation's pioneering programs.
- Cox, Lyle, and Meadows are joining forces to offer courses in New Product Design and Innovation. These courses will soon evolve into a novel master's degree.

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

Research has shown the benefit of programs that stretch students across different disciplinary perspectives. A second major or minor that offers a different viewpoint helps do this. Of SMU undergraduates graduating in 2014–15 and later, 23%–28% had two or more majors, peaking in 2022. Of those with only one major, many earned one or more minors, and such students made up 35%–41% of all undergraduates earning degrees each year. Combining both groups means that in the last seven academic years, 58%–70% of undergraduates with degrees had two or more credentials, again peaking in 2022.

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

many students spanned these disciplines in their choice of majors and minors. What percentage of students majored or minored in one grouping (humanities, social sciences, or natural sciences) but also majored or minored in at least one other grouping? In 2014–15, the figure was 26%, rising steadily each subsequent year: 27%, 29%, 30%, 31%, 33%, and 37% in each of the last two years, in line with the intended progress and representing a greater interdisciplinary approach by students. Indeed, the 11 percentage point rise from 26% in 2015 to 37% in 2021 amounts to a 42% increase.

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

  With Guildhall's relocation to the main campus, collaboration with Guildhall has become more extensive. For example, three research projects on which Simmons faculty have teamed up with Guildhall faculty involve seeing the world through a mathematical lens, adult literacy game-based learning, and integrating human computer interaction, machine learning, game design, and educational assessment. Planning to promote connections with other academic units has been broadened with a goal of expanding research grant activity and expenditures. This planning will continue in the 2022–23 academic year.

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

- 2.3.1 Report annually on internal and external departmental reviews.

  SMU successfully underwent the 10-year accreditation review, culminating in an on-site visit by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) in spring 2021 and confirmation of official reaccreditation from SACSCOC in December 2021.

  External reviews were conducted on three academic programs in 2021–22: English in the fall and Anthropology and Biology in the spring. As a result of the review in English, the department discontinued the English BA with Creative Writing specialization, effective Fall 2022.

  The Association of Theological Schools (ATS) reaffirmed the accreditation of Perkins School of Theology in 2020. A further report was submitted and accepted by ATS in 2022 that "documents progress toward achieving an

improved institutional environment reflective of the collegial nature of theological education." As the result of a focused visit in 2021, Perkins is now authorized to offer the Doctor of Ministry program in the Houston location.

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

  In 2021–22, the Academic Affairs Committee of the Board of Trustees approved 12 changes to academic programs, including two department name changes. For graduate programs, four were changed significantly, requiring committee approval. Four undergraduate academic programs were discontinued and two were changed, requiring committee approval. The committee was informed of 14 additional changes.

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

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

  The online MBA and MBA Direct programs finished with 446 total enrollments combined. Cox School launched its online MBA degree in 2019 and enrolled almost 350 students between fall 2019 and fall 2021. MBA Direct, a second online degree program, began in fall 2020 and enrolled almost 100 students through fall 2021.

  The online Computer Science in Artificial Intelligence ended the year with 33 enrollments and online Network Engineering with 20.

  The online Master of Science in Data Science finished 2021–22 with 171 total enrollments, down from 306 in 2020–21, and 399 in 2019–20. Facing an increasingly competitive online degrees market, alternative credentials, and a possible economic downturn, stakeholders across the University are working to improve these enrollments in 2022–23.

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

Two of the largest graduate programs in the Simmons School—M.S. in Sport Management and the MS in Counseling—began work in 2021–22 to deliver their content in the online format with implementation planned for 2024. Discussions are underway with Dedman Law, Dedman College, and the Meadows School about the feasibility of launching online graduate degrees over the next three years.

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

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

  New summer internships through Engage Dallas were offered in 2021-22 to support non-profit partners. Engage Dallas, a Residential Commons programming initiative, addresses community needs of South and West Dallas. These are for SMU students completing summer internships at nonprofits that typically offer unpaid internships. Nine interns were funded to serve with eight different Engage Dallas community partners. Students work 10–20 hours a week advancing their non-profit's mission while developing career-readiness skills.

  The Office of Engaged Learning enhances SMU's undergraduate education with experiential learning opportunities in research and entrepreneurship, hosting programs such as the Engaged Learning Fellowship, Undergraduate Research Assistantships, Big iDeas, and Clinton Global Initiative University, Journal of Undergraduate Research, as well as operating the Incubator@SMU and coordinating the Mustang Mentors program.

  In 2021-22, six social impact ideas were selected for the Clinton Global Initiative University and 18 undergraduate "companies" were awarded seed funding in the Big iDeas entrepreneurship competitions. Currently, 33 "companies" are currently working in the Incubator@SMU. More than 100 undergraduate research projects have been funded in fall and spring of 2021-22. For the Summer Research Institute in 2021, 72 projects were funded.

  Now in its tenth year, Dedman Law's corporate counsel externship program, combining a corporate counsel course with externships in corporate legal departments, serves as a national model. Launched in fall 2013 with 30 students, enrollment was 53 students in 2016, 70 in 2017, 90 in 2018, and 86 in 2019. Due

to the pandemic, the 2020 program was moved to spring 2021, with 92 JD and international LLM students participating. The remote nature allowed the addition of several new companies outside Texas, such as Walmart (Arkansas), State Farm (Illinois) and AIG (New York). The remote placements were extremely successful and taught students how to navigate the new work environment. In fall 2021, 75 students participated in remote, hybrid, and in-person placements. In spring 2022, seven international LLM students participated in externships with multinational corporations. In fall 2022, approximately 120 students are expected to participate in the corporate counsel externship program

The law school's Legal Clinics enrolled 231 students in 2021–22, up from 214 in 2020–21. The law school also has externships for students to build experiences working in government, public interest, judicial clerkships, and small firms. In all, 99 students participated in externships in 2021–22, down from 122 the prior year, largely due to the inability to offer the Small Firm Externship Program during the pandemic. (The program will resume in spring 2023). Also, the law school's Office of Career Services has increased student summer internships for both the first and second-year classes with placements at 94% and 93%, respectively.

- 2.5.2 Increase the number of students engaged in internship programs.

  While some virtual internships were possible during the pandemic, internship opportunities were fewer. Whereas in previous years, about one-third of SMU students had an internship during their undergraduate years, among the undergraduates graduating in 2021–22, 25.8% had internships. This was lower than in previous years: 27.2% (2020–21), 30.2% (2019–20), 34.3% (2018–19), 32.6% (2017–18), 34.7% (2016–17), and 36.5% (2015–16).

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

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

  The new Common Curriculum (CC) started in fall 2020 with 17 courses that satisfied the Civics and Individual Ethics requirement. In 2021–22, 20 additional courses were approved to satisfy the requirement such that the net number of courses approved is now 35.

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

  The Maguire Center works with faculty to promote teaching in the area of ethics and ethics content in courses. In 2021–22, the Maguire Center provided lectures and conference opportunities pertinent to teaching ethics in today's colleges and universities through efforts such as co-hosting the 35th annual Conference of the Professions the international Bonhoeffer Lectures in Public Ethics, and the Delta Gamma Lectureship in Values and Ethics as well as the Maguire Public Scholar Lecture.

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

  Training in Responsible Conduct of Research is provided by the Research Office and has been a requirement, pursuant to federal guidelines, for all PhD students funded by federal grants since 2010. Consideration is underway to extend this training requirement to all PhD students.

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

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

GOAL THREE OBJECTIVES

Objective 3.1 Encourage widespread development of campuswide interdisciplinary research projects.

The Dedman College Interdisciplinary Institute (DCII) brings together faculty from different disciplines and schools for discussion and debate, resulting in new interdisciplinary material for teaching and research. Research clusters, convened by faculty from across the University, cover topics spanning the humanities, social sciences, sciences, and the professions. DCII sponsored 22 research clusters in 2021–22, 16 in 2020–2021, 15 in 2019–20, 14 in 2018–19, and 15 in 2017–18, far surpassing eight or nine clusters in each of the previous three years. Cluster topics have included Christianity and Scholarship; Medieval Matters; Asian Studies and Asian American Experiences; Native American and Indigenous Studies at SMU; Hispanics at work: Business and Cultural Matters; GIS@SMU; Mapping Human Rights Sites in Dallas; Impact: Thinking About and Measuring Scholarly "Excellence;" Public Engagement; and the Civil University in the 21st Century; Academic Support Programs and College Student Retention; New Feminist Discourses and Social Change; Political Decision Making; Oral History at SMU; Cognitive Science; Machine Learning and Control Theory; Technology, Society, and Value; Using New Data Sources; and STEM Writing and Communications.

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

  Actions taken following recommendations of the task force on scholarly research and creative impact: 1) established the Moody School of Graduate and Advanced Studies — see 1.5.3; 2) began in 2021–22 cluster hires in critical research areas — see 1.1.3; 3) established in 2020 from OE2C savings a $2

million seed fund to promote interdisciplinary research and grow external funding for research — see 3.1.4; and 4) set up a $1.5 million instrumentation fund from OE2C savings to refresh and grow SMU research infrastructure — see 3.2.3.

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

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

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

  For the first time in 2021–22, faculty in all eight schools, SMU Libraries, and the provost's office received awards for external funding, allowing SMU to reach a historical award amounts at $45,900,442. Of the 210 new and incremental awards, 175 (83%) were from federal agencies, totaling over $35 million. Faculty submitted a similar number of proposals as last year (450 and 451); however, in 2021–22, SMU received 335 awards compared to 277 the year before.

  Additionally, SMU is actively engaged with the Defense Counterintelligence and Security Agency to operate a Sensitive Compartmented Information Facility (SCIF). Once approved, SMU's SCIF will provide opportunities for additional revenue streams from federal partnerships for research with classified material.

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

  A $2 million seed grant program was established in 2019–20 with OE2C savings to foster impactful, interdisciplinary research that would be competitive for external grants and boost external research funding. But these seed grant funds have been frozen in response to COVID-19, and redirection of these funds is under consideration to support strategic investment to increase research, including cluster hires and development of large, sustained research programs.

  The Dean's Research Council in Dedman College, created in 2010–11 to competitively awarded seed funding for faculty research capable of attracting

external funding, has traditionally returned $11 in grant and foundation funding for every dollar spent and continued to do so in 2021–22 with a ratio of $11.60 to $1, compared to $11.37 in 2020–21, and $10.92 to $1 in 2019–20.

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

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

  Increasing research expenditures at SMU is essential to advancing toward R1 ("very high" research activity) status in the Carnegie classification of research universities. SMU is now R2, designating "high" research activity. The graph summarizes total research expenditures, including external- and University-funded research, reported each year to the National Science Foundation. The most recent data from June 2020 to May 2021 shows a decline to $42.0 million, down from $43.1 million in 2019–20, a decline attributable in part to fewer faculty taking research sabbaticals, likely a consequence of the pandemic.

Research Expenditures, 1999–2021 (millions)

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

  In 2021–22, over $500,000 was spent on lab maintenance, renovations, and construction: power/HVAC renovations at 2701 Fondren Drive, climate and exhaust monitoring in Dedman Life Sciences, preventative maintenance in Fondren Science, and renovations in Heroy Hall.

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

  The most recent facilities and administrative (F&A) proposal for indirect costs (overhead) was completed and submitted in 2018–19, approved, and implemented. This raised the rate to 48.5% in fiscal year 2023 from the prior 45.5%. For fiscal year 2024, additional investments supporting research mean SMU will submit a new F&A proposal to raise the F&A rate. This past fiscal year, F&A overhead costs recovery provided $5.3 million to fund the University's operating budget, the provost receiving 79% (in excess of $1.75 million) and the colleges, departments, and Principal Investigators 21%.

- 3.2.4 Strengthen partnerships and collaborative development and research programs with other universities and external businesses and organizations.

  As a whole in 2021–22, the University received philanthropic support of $25,857,760 in foundation funding and $4,117,330 in corporate funding for current operations and capital projects. In prior years, comparable figures were, respectively, $33,409,577 and $2,462,525 for 2020–21 and $37,791,000 and $3,414,000 for 2019–20.

  Specific to research support, SMU's corporate, non-federal research engagement increased from $7,598,776 in 2020–21 to $11,092,095 in 2021–22, a 46% increase in a single year.

  Examples of such corporate engagement are the following two cases. In July 2021, Professor Zhihao Wu (Dedman) established a corporate relationship with ModeGene Inc, with a $1,770,537 contract to explore molecular components related to aging. The AT&T Center for Virtualization continues to have support from its corporate sponsors and affiliate members including Google, Raytheon, Hewlett Packard Enterprise (HPE), and Ericsson.

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

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

  Data science and advanced computing are important components of SMU's push for R1 status.

SMU's High-Performance Computing Growth, 2014–2022

	ManeFrame				*NVIDIA SuperPOD, 2022*	*SuperPOD and ManeFrame III*
	I, 2014	II, 2017	II, 2019	III, 2022		
Computational ability (teraflops)	104	630	870	1,004	1,644	2,648
Number of nodes	1,104	349	354	200	20	220
CPU cores	8,832	11,088	11,276	25,600	2,560	28,160
Total accelerator cores	0	132,608	275,968	0	1,392,640	1,392,640
Total memory (terabytes)	29	117	120	112	53	165
Node interconnect bandwidth (gigabits / second)	20	100	100	200	200	200
Work storage (petabytes)	None	None	0.768 (Shared)	3.0	0.768 (Shared)	3.768
Scratch space (petabytes)	1.4	1.4	2.8	5.0	0.8	5.8
Operating System	Scientific Linux 6	CentOS 7	CentOS 7	Ubuntu / Rocky	Ubuntu	Ubuntu / Rocky

Note: Definitions are as follows: teraflop: a unit of computing speed equal to one trillion floating point operations. Definitions of units of digital data: petabyte: 1,024 terabytes; terabyte: 1,024 gigabytes; gigabyte: about one billion bytes.

SMU's Data Science Institute (DSI) was launched in fall 2020 to coordinate and facilitate interdisciplinary research teams and programs in data science across the University. In 2022–23, SMU will conduct a national search for the Director

of the Data Science Institute and continue cluster hiring to advance SMU's research profile in data science.

In 2021–22, SMU partnered with NVIDIA to add a DGX "SuperPOD" device to SMU's supercomputing to accelerate artificial intelligence (AI) and machine learning research workflows, enabling SMU to become a regional hub for AI innovation and research in North Texas. SMU is one of only two universities in the United States to have a DGX SuperPOD. In large part due to the SuperPOD, SMU's advanced computing has been boosted dramatically to perform 100 quadrillion operations per second, enabling artificial intelligence (AI) and machine learning 25 times faster than current levels, and increasing SMU's current supercomputer memory tenfold. The previous table contrasts technical specifications for SMU's growth in super computing.

Also, in 2021–22, SMU faculty, guided by the Center for Research Computing (CRC) and supported by advanced computing support staff from OIT, successfully completed the design and requisition of the hardware for ManeFrame III (M3), SMU's next generation supercomputing cluster. M3 delivery and installation is slated for the fall of 2022. The SuperPOD and M3 are strong steps to keep SMU competitive in high-performance computing.

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

  CRC, DSI, and OIT collaborate to strengthen faculty engagement with high-performance computing. Those efforts have paid off: users of ManeFrame II (M2), defined as those who submitted at least one job, more than tripled from 2018–19 to 2021–22, rising strongly each year from 146 users in 2018–19 to 305, 372, then 464 users in 2021–22. Users submitted 4.7 million jobs in 2019–20 but more than 11 million in 2021–22. M2 has also been an invaluable teaching tool, both for courses in machine learning and data science, but also as a standard compute environment capable of accelerating workflows in digital history, engineering design, and research workshops.

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

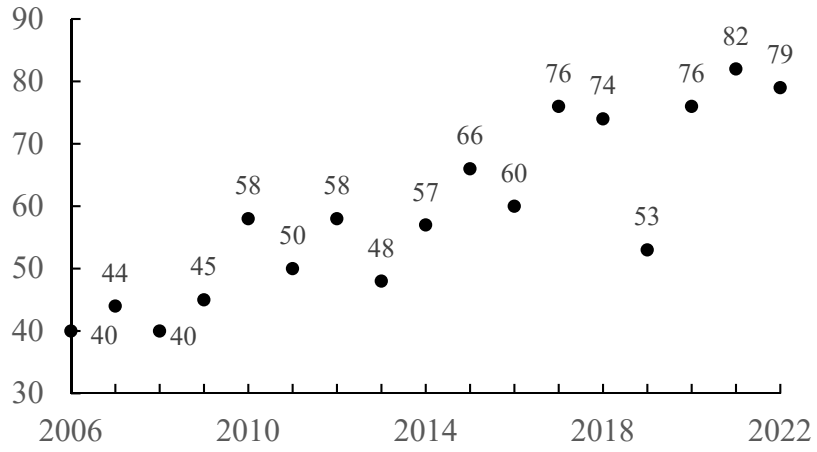
- 3.4.1 Improve graduate fellowship support in selected core areas to comparable averages (in amount and duration) of aspirational institutions.

The launch of the Moody School in 2020–21 included two new PhD fellowship programs: Moody Graduate Fellowships and Moody Dissertation Fellowships (see 1.5.5). The Moody School monitors stipend levels of PhD programs to compare with those at peer and aspirational peer institutions and is budgeting for increases to fellowship stipend levels in line with increases to cost of living.

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

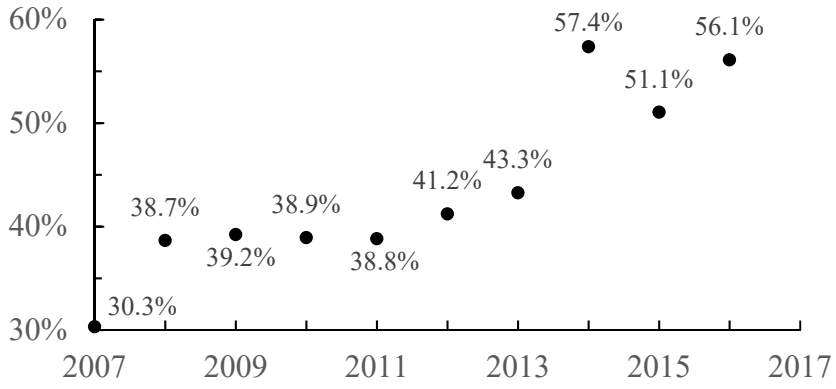
  This goal for 2025 was already accomplished last year when SMU awarded 82 PhDs during fiscal year 2021, but the number ebbed slightly to 79 in fiscal year 2022. Increasing the number of PhD graduates at SMU is essential to advancing toward R1 status in the Carnegie classification of research universities.

  PhDs Awarded, by Fiscal Year, 2006–22



- 3.4.3 Increase the six-year completion rate for PhD degrees.

  Six-Year PhD Completion Rate, 2007–16 Entering Cohorts (%)



The six-year completion rate for PhD degrees increased to 56.1% with the 2016 entry cohort, remaining above 50% for the third straight year, but down slightly from a high of 57.4% in 2019–20.

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

  SMU reported 64 postdoctoral and non-faculty researchers for 2021–22, a record number contrasted to 52 in 2018–19, 58 in 2019–20, and 52 in 2020–21. Increasing the number of postdoctoral researchers at SMU is important to advancing SMU toward R1 status in the Carnegie classification.

Objective 3.5 Implement an updated technology transfer program.

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

  Progress has been made towards a more rational, efficacious management of SMU research generated intellectual property (IP). During 2021–22, SMU retooled the director position in the technology transfer office to embody a modern perspective informed by benchmarking and best practices. The new Director of Innovation will focus efforts to educate the SMU community on commercialization potential for all scholarship areas while strategically curating SMU's intellectual property portfolio. The broad educational component coupled with careful stewardship of resources will enhance SMU's responsiveness to outside interests.

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

  An example of such a partnership: SMU, Balanced Media Technology, and the Retina Foundation of the Southwest developed a medical imaging technology (patent pending) that uses automated software and a video game to provide standardized, accurate, and precise identification of ocular diseases. Supported by a $2.5 million grant award from the W. W. Caruth, Jr. Foundation at Communities Foundation of Texas, Retina, and SMU, through the Lyle School of Engineering, partnered in a collaborative venture six years ago to help to rapidly prototype new diagnostic and clinical treatment approaches.

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

SMU's policy on intellectual property is currently in revision to update and clarify the role of tech transfer at the University. In 2019–20, the University achieved for the first time full, up-to-date compliance with federal reporting requirements for invention disclosures resulting from federally funded research. The University has maintained compliance since 2019–20.

Beginning in fall 2022, SMU will begin an extensive outreach program to mobilize existing technology while providing a consistent pipeline for promoting and commercializing new intellectual property.

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

  At the end of 2021–22, SMU has 49 issued patents, 15 pending patent applications, and two fully executed license agreements. Having achieved compliance with federal reporting requirements, the Office of Research is evaluating strategies to generate a return on research and developing metrics to optimize use of the limited funds for tech transfer.

  Beginning in fall 2022, to assist in the stewardship of funds and curation of SMU's patent portfolio, the Office of Research will launch an Intellectual Property Committee composed of experts from faculty, SMU Alums, and industry partners.

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

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

GOAL FOUR OBJECTIVES

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

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

  New and refined initiatives to identify and serve at-risk students reach students from underrepresented and others in need of support. For example, in fall 2021 Academic Affairs and Student Affairs launched The Sophomore Project (SP) as an engagement and retention strategy targeting sophomores. The study addressed the needs of approximately 100 at-risk sophomores while they transitioned to an educational setting post-COVID-19.

  Also, in each fall and spring semester of the past two academic years, SMU administered a micro assessment, a check-in survey as part of the "SMU in Four" initiative. The micro assessment gauges the self-reported academic performance of respondents, supplementing the Midterm Progress Reports in which faculty, based on deficient grades, report struggling students. Distributed around midterms, the micro assessment has built-in interventions to connect approximately 150 struggling students each term to support resources. These efforts support student success and retention of SMU undergraduate students.

  Moreover, the Office of Student Advocacy and Support, which encompasses the Caring Community Connections (CCC) program, continued its mission to support students experiencing challenges. Faculty, staff, students, and others

continued use of the CCC program to identify such students. In June 2021 through May 2022, there were 1,869 students of concern cases, up from 1,394 in the previous year, an increase from 1,222 in 2019–20; 996 in 2018–19; 908 in 2017–18; 782 in 2016–17; and 708 in 2015–16. Much of this increase can be attributed to cases of class attendance and other academic issues, as well as an increase in cases about mental health. Faculty made 39% of the CCC referrals in 2021–22.

Retention and graduation rates for students from underrepresented groups can be found at 1.2.10.

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

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

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

  Efforts to educate around these issues will resume in the 2022–23 academic year, having been postponed in 2021–22 due to staff vacancies in violence prevention and health promotion as well as the demands of the COVID-19 pandemic.

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

  During 2021–22, a predominantly virtual health care delivery mode due to the pandemic became a blend of telehealth-based services and in-person care. Utilization rates climbed as students increasingly returned to the health center for routine care.

  Overall, use of traditional services returned to pre-pandemic levels. Seventy-five percent of 16,985 medical appointments and 45 percent of 6,411 counseling

appointments were in-person. Medical services utilization increased in both appointments (by 7%) and unique patients (by 21%).

Counseling in 2021–22 was up 6% over the prior year in appointments and up 11% in unique clients. Increased utilization reflected greater demand for mental health services, which at peak times exceeded the capacity of the health center. In response, new resources were added, including hiring a part-time counselor and partnering with a telehealth service provider to offer students access to a network of online counselors 24/7. Also, the portfolio of e-mental-health services expanded to include an online student peer-to-peer support community.

Pharmacy use increased this past year both in prescriptions (by 45%) and unique patients (by 40%), returning to 78% of the pre-COVID-19 volume. Lab work decreased by 3% due to the decline in COVID-19 testing but still nearly doubled the volume of lab work prior to the pandemic.

The health center continued to direct resources to the ongoing COVID-19 pandemic with testing, vaccinations and management of students in isolation. In 2021–22, the health center administered 2,926 COVID-19 tests and 3,525 COVID-19 vaccinations. In addition, the health center provided several flu shot clinics, giving 2,657 flu shots, compared to 2,701 in the prior year.

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

  To create a more cohesive, comprehensive, and streamlined transition experience for undergraduates, SMU packaged all matriculation and orientation initiatives under a single program. Beginning in the summer of 2021, new students have connected to campus through SMU's three-step orientation process: Mustang StartUp, Stampede, and First 5. Participation in orientation is required of all incoming undergraduates.

  Graduate student transition and orientation programs are largely school-based, with support from SMU Libraries as well as Student Affairs and International Student and Scholar Services for international graduate students.

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

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

  This year boasted over 200 civic and community engagement opportunities for students. Programs that promote social and civic engagement with the community include The Big Event, Mustang Heroes, Alternative Breaks, Engage Dallas, One Night for Dallas, and SMU Serves.

  During 2021–22, Engage Dallas posted a strong first year post-COVID-19 with 900 students attending indirect engagement events and 556 taking part in direct service events, totaling 3,815 hours of service to West and South Dallas.

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

  During fall 2021 through spring 2022, Residence Life & Student Housing hosted 1,412 events of which 842 (60%) events were faculty-led or with faculty involved. Many of these events were hosted by Faculty-in-Residence as their weekly tradition. The Residential Commons Affiliate Program relaunched in 2021–22. This program is an integral part of the residential commons, with faculty and staff supporting the intellectual, cultural, and social life of the residential commons by engaging residents and providing mentorship and guidance, promoting student success and retention.

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

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

  Residence Life & Student Housing hosted 200 student leaders to return to the Hilltop early to take part in training specific to several leadership roles including Resident Assistant, Commons Council Executive member, Honors Mentor, Student Wellness Champion, Peer Academic Leader, Peer Chaplain, Housing Unification Board member, and Engage Dallas Directors.

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

  As SMU's signature enterprise on diversity and inclusion, CIQ@SMU seeks to equip faculty, staff, and students with the skills and knowledge to manage and

communicate effectively in a world characterized by complex cultural contexts. Now in its fifth year under the leadership of Associate Professor Maria Dixon Hall, Chief Diversity Officer and Senior Advisor to the President for Campus Cultural Intelligence Initiatives, CIQ@SMU continues to develop, refine, and expand the reach of its curriculum.

In August 2021, CIQ@SMU released "Searching Intelligently," developed specifically as required training faculty search committee members. In over 20 virtual and in-person sessions, Dr. Dixon Hall trained 256 faculty members in the best practices to reduce personal and institutional bias in the faculty recruitment process.

In August 2021, CIQ@SMU also released a post-COVID-19 revision of "Hidden Scripts," the CIQ introductory course, a two-part training program designed to help SMU employees uncover implicit biases and develop a connection with cultural intelligence so that they can more effectively communicate with anyone. Dedman College, Dedman School of Law, Lyle School of Engineering, and the Meadows School of the Arts had over 60% of faculty complete "Hidden Scripts."

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

The Office of Fraternity and Sorority Life (FSL) continued two established leadership initiatives, bringing both back to in-person on campus. Chapter presidents, council leaders, and chapter advisors attended the FSL Summit meeting at the start of the academic year to discuss community issues such as mental health and create plans to support member engagement. The New Member Educators Workshop provided training for new member educators, intake coordinators, chapter presidents, and advisors. Participants were provided information on values-based recruitment, intake, and new member education practices, discussed SMU and Texas policies on hazing, and provided training and resources to support new members during their initial year of membership.

FSLead, a five-week emerging leader series focused on fraternal values and leadership, continued for its fifth year in spring 2022. Twenty-six students (19 in 2021, 30 in 2020, 20 in 2019, 11 in 2018) participated in weekly discussion sessions on espoused personal and fraternal values, ethical leadership, and inclusive leadership. Additionally, the Women and LGBT Center facilitated an

FSLead workshop to help fraternity and sorority members develop a better understanding of LGBTQ+ experiences.

Again, at FSL's invitation, the Office of Diversity and Inclusion conducted CIQ@SMU training for all incoming members of the 2022 recruitment class as well as for the incoming Greek leaders in the fall of 2021.

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

  In 2021–2022, FSL continued monthly all President Roundtables to create regular engagement, build relationships, and brainstorm community ideas among the four councils.

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

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

  The Hegi Family Career Development Center continues to host monthly meetings of the SMU Employer Relations Team which convenes career development and employer-relations professionals from Cox, Lyle, and Hegi to enhance communication, programming, and planning among career centers. Students were served through 1,438 advising appointments in Hegi figures, up strongly from 1,161 in 2020–21, but not quite topping the pre-pandemic peak of 1,586 in 2019–20.

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

  Students are surveyed three or six months after graduation (up to ten months for law school students), so the most recent data is for 2021 graduates. For undergraduate students earning degrees in 2020–21, 87% were employed or continuing education, up from 85% in 2019–20, but down from 89% in 2018–19. For graduate students earning degrees in 2020–21, 91% were employed or continuing education, up from 88% in 2019–20 but down from 94% in 2018–19. Law school students graduating in 2021 were 94% employed full-time, up from 85% for 2020 graduates, 92% for 2019, and 90% for both of the two prior years.

In the latest data for full-time MBAs, surveyed up to three months after graduation, 83% of the 2020–21 graduates had accepted a job, compared to 77% in 2019–20.

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

  Athletics and SMU's career centers work together to prepare student-athletes for post-graduation employment. In spring 2022, Athletics expanded Life After Ball from football-only to all sports. This initiative utilizes SMU's alumni network to create networking experiences, mentorship, and internship opportunities. The Hegi Family Career Development is revising and updating for SMU student-athletes the Student-Athlete Career Resource Guide. This booklet, developed in 2020, provides detailed career resources and professional development advice specific to student-athletes.

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

  Between August 2021 and May 2022, there were 92,156 jobs listed on Handshake (some expired during the course of the year), hundreds of events featuring engaged employers searching to hire qualified SMU students, and 649 students in scheduled campus interview slots (by contrast, between August 2020 and May 2021, during the pandemic, there were only 47,146 jobs listed on Handshake). The Hegi Center regularly promotes the Handshake listings, reveals upcoming campus-wide career development events, and encourages experiential learning opportunities in a weekly electronic newsletter, supplemented by select social media posts, messaging through Handshake, newsletters of campus partners, and word of mouth through key student career development leaders.

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

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

  In the 2021–22 NCAA Academic Progress Rates, 14 of the 15 SMU programs scored by the NCAA met SMU's goal of 975, with only men's soccer falling

short. In 2019–20, 13 of the 15 SMU programs met SMU's goal of 975, and in 2018–19, 12 teams surpassed 975.

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

  For 2021–22, 14 of SMU's 17 sports had an average team GPA above 3.0, with only football (2.895), men's basketball (2.693), and women's basketball (2.97) falling shy of the mark. For 2020–21, 15 of SMU's 17 sports had averaged above 3.0, with only football (2.867) and men's basketball (2.777) falling shy of 3.0. The previous year was similar, with football (2.944) and men's basketball (2.933) falling shy of the mark.

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

  SMU won five conference championships in 2021–22 in rowing, equestrian, men's golf, men's swimming & diving, and men's tennis. Fellow American Athletic Conference member UCF also won five conference titles. In 2020–21, SMU won two conference titles and only one in the 2019–20 year with a shortened spring season.

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

  SMU finished 89th in the NACDA Directors' Cup in 2021–22, a marked improvement over 125th in 2020–21 and 160th in 2018–19. (The 2019–20 Director's Cup was canceled due to the pandemic.)

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

  SMU had 13 programs qualify for postseason appearances in 2021–22: men's basketball (NIT), women's basketball (WNIT), cross country, equestrian, football, men's golf, women's golf, rowing, women's soccer, women's swimming & diving, men's swimming & diving, outdoor track & field and men's tennis. Equestrian made the National Collegiate Equestrian Association semifinals, rowing was 12th at the NCAA Championships, and women's soccer made the NCAA second round.

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

  In the 2021–22 fiscal year the Mustang Club's annual fund (comprised of the Mustang Athletic Fund and two seat contribution funds for football and men's basketball season tickets) totaled over $3.5 million, a 26.4% increase over the prior year's total of almost $2.8 million raised by these funds. Total cash gifts to SMU Athletics were $34.9 million in 2021–22, up 68.3% from $20.8 million in 2020–21. The $34.9 million is the highest annual cash donation total in SMU Athletics' history. In total, 3,141 donors gave to the Mustang Club's mission of Shaping Champions for fiscal year 2022, down from 3,434 in 2020–21 but up from 2,152 in 2019–20.

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

  In 2021, football attendance (23,171) met pre-COVID-19

  levels and student attendance reached an all-time high. While the indoor sports of men's and women's basketball jumped from 2020–21 to 2021–22 (1,564 to 3,599 and 225 to 590, respectively), they remained below pre-pandemic levels (4,395 and 733).

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

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

  Fundraising to construct the outdoor pool and finish the Robson & Lindley Aquatics Center and Barr-McMillion Natatorium is complete with the current projected project budgets fully funded from fundraising and bond funds from prior issues. Groundbreaking for the Holt Hickman Outdoor Pool was held on April 7, 2022.

  Groundbreaking in recognition of the lead gift for the Washburne Soccer and Track Stadium was held October 3, 2020. The project is complete and fundraising for the project continues. The dedication of the new Washburne Soccer & Track Stadium occurred on April 8, 2022.

Fundraising is underway for the expansion and renovation of Ford Stadium. The Garry Weber Foundation, established by former student-athlete Garry Weber '58, committed the lead gift in January 2022: $50 million toward the construction of a three-tiered end zone complex at Gerald J. Ford Stadium. The expansion portion of the project is expected to begin January 2023.

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

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

  Emblematic of SMU programming to foster respect and inclusivity are two signature events hosted by the Women's and LGBT Center in 2021–22. The LGBTQ Symposium reached over 250 people in person and thousands online through the keynoter's social media which live streamed the event. The 57th Annual Women's Symposium had close to 300 in attendance for the keynote which focused on the #MeToo movement and the centering of black women's voices in the movement.

- 4.6.2 Strengthen support services for international students.

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

  During the 2021–2022 academic year, ISSS was able to reinstitute in-person programming that support international students in orientation, social integration, academic support, career development, as well as student professional development and leadership. This year, 2,723 students attended 59 events with the most popular ones being a Diwali celebration (650) and U.S. tax preparation assistance (400).

ISSS provides immigration advising sessions to individual students throughout the year. In 2021–2022, ISSS provided 2,575 sessions via zoom and 311 in-person sessions. The office processed 316 applications for Optional Practical Training.

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

  See 4.3.2 for discussion of CIQ@SMU. The reach of "Hidden Scripts" as required training has been expanded to include the following campus constituencies: new staff 90 days within the date of their hire, new faculty during new faculty orientation, new undergraduate and graduate students in the Cox School of Business, first-year law students of the Dedman School of Law, incoming first year undergraduates, Residential Assistants, candidates for Greek Recruitment, athletic coaches, staff, and student-athletes, senior administration, and faculty and staff serving on faculty search committees.

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

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

  The SMU Child Care Center experienced enrollment growth. Progress continues to be made towards the goal of achieving accreditation through the National Association for the Education of Young Children by the end of 2023. The Center partnered with the World Languages department to offer Spanish, Mandarin, French and Italian classes for the K-prep children.

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

  SMU continues to offer Cariloop as a University paid benefit for employees to utilize for caregiver support. This benefit is offered at no cost to eligible faculty, staff and dependents. Through this service, employees and their extended family are provided caregiving support including eldercare help. In the most recent fiscal year, 546 cases were opened through Cariloop for SMU employees and their dependents, contrasted with 105 cases the year before.

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

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

- 5.1.1 Increase the number of signed agreements for academic and research collaboration with foreign universities, in particular Central American, South American, and Asian universities.

  SMU's schools have engaged globally through international consortial agreements, such as Lyle School's continued agreements with Feng Chia University in Taiwan, National Central University in Taiwan, Bahçeşehir University in Turkey, Istanbul Bilgi University in Turkey, Eastern Mediterranean University in North Cyprus, and Instituto Tecnologico Y De Estudios Superiores De Monterrey in Mexico. In addition, Meadows School of the Arts has a one-year master's program in arts administration with HEC Montreal and Bocconi University Milan.

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

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

  The Report of the Task Force on Undergraduate Study Abroad was reviewed and approved during 2018–19. The SMU Abroad office was to survey relevant stakeholders and develop a comprehensive plan for undergraduate study abroad by late spring 2020. This work and all study abroad programs were paused during the pandemic, but with the return of study abroad, work is resuming to complete the revised, comprehensive plan during spring 2023.

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

  The participation rate in study abroad for academic credit for those who graduated in 2021–22 was only 10.7%, a result of the suspension of study abroad due to the pandemic during the last two years. The exceptional nature of this low level can be seen by comparing rates for graduating SMU seniors studying abroad in academic years from 2020–21 back to 2013–14: 25.7%, 29.6%, 29.0%, 30.4%, 27.1%, 28.0%, 25.3%, and 27.0% (percentages do not reflect students who studied abroad but not for academic credit).

  Return of study abroad participation rates to pre-pandemic levels will most likely be gradual, making the goal of 50% of SMU graduating seniors studying abroad by 2025 unlikely. Nevertheless, the aspiration continues to focus energy on connecting students with study abroad and global engagement opportunities.

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

  In-person study abroad programs were suspended during Summer 2020 and Summer 2021. With the resumption of in-person studies abroad in 2021–22, SMU Abroad is once again supplementing aid for qualified student who study abroad with need-based awards ranging from $250-$6,500. In 2022, the University offered opportunities for students to study abroad in-person during both January and Summer terms, awarding $112,000 in financial aid to 40 students. Pre-pandemic, in summer 2019, SMU Abroad awarded approximately $110,000 in need-based scholarships to 53 students. In summer 2018, SMU Abroad awarded approximately $126,000 in need-based scholarships to 37 students, and in summer 2017, almost $125,000 to 42 students.

  As before, academic departments and programs also support students who study abroad – including the University Honors Program, Maguire Center, departments of French, Italian, Corporate Communications & Public Affairs, and others. Typically, these funds total approximately $300,000-$350,000.

  Also, Access SMU, a new program to support high-achieving Pell recipients from Texas, will help these students afford study abroad during fall and spring.

- 5.2.4 Develop study abroad programs for intersessions.

Responding to the suspension of study abroad during the pandemic, SMU Abroad developed and offered virtual study abroad options for course credit, partnering with four different study abroad providers to find virtual internship placements that connect students to their interests and career goals. Subject to accreditation requirements, SMU Abroad will continue offering virtual summer internships even with the return of in-person study abroad.

With the easing of COVID-19 travel restrictions, Cox School has re-started previously suspended travel programs for the MBA population: a required Global Leadership Program (GLP) for one-year and two-year FTMBA and EMBA working on in-country consulting projects, OMBA Global Immersion, and elective experiential learning opportunities for PMBA. Between October 2021 and May 2022, these programs took students to Lisbon, Dubai, Dublin, Abu Dhabi, Madrid, Berlin, Buenos Aires and Barcelona. Graduate study abroad came back strong in Cox. Students were allowed to opt out, but more graduate students studied abroad than before the pandemic: 466 graduate students, 21 faculty, and 17 staff participated in ten trips abroad in 2021–22. (The prior peak was 302 graduate students in 2015–16.) The launch of the Online MBA with two required immersions and the greater popularity of doing immersions internationally rather than domestically explain the strong study abroad increase.

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

  Pandemic conditions last summer and fall did not support, due to the long lead time required, a return to normal spring break programming for spring 2022. This should improve in spring of 2023.

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

  For the past seven years, over 40% of SMU's undergraduates graduate have taken a third semester or more of a second language. That percentage rose from 27.1% in academic year 2014–15 to 41.4% in 2015–16, then to 51.9% in 2017–18 before receding to 42.2% in 2021–22.

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

  In 2021–2022, 12 additional courses were approved to satisfy the Global Perspectives requirement of the Common Curriculum. The total number of courses approved stands at 74 for fall 2022.

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

  SMU major requirements facilitate study abroad. As an annual average from 2015–21, graduating undergraduates have counted study abroad credits toward major requirements in about 50 different majors, with the annual count fluctuating between 41 and 57, representing half to two-thirds of the majors of the graduates. The percentage of graduating seniors fulfilling one or more requirements for a major through study abroad has ranged from 13% to 16%. With study abroad essentially suspended for the last two years, the pandemic lowered these numbers substantially in 2021–22 to 4%. But with the rejuvenation of study abroad, students meeting major requirements through study abroad should return to previous levels.

Objective 5.3 Increase the international representation of students and faculty.

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

Scholarship Support for Undergraduate International Students, Entry Cohorts, 2017–22

International Undergraduates	*2017*	*2018*	*2019*	*2020*	*2021*	*2022*
Offered financial aid	281	321	283	264	174	195
Offered financial aid (%)	65%	84%	76%	68%	70%	80%
Average financial aid offered per student	$23,843	$27,103	$29,329	$26,136	$28,771	$22,245
Offered financial aid and paid deposits	45	44	55	22	23	30
Offered financial aid and paid deposits (%)	16%	14%	19%	8%	13%	15%

Note: 2022 figures are preliminary as of mid-July 2022.

SMU continues to offer only merit aid, no need-based financial aid, to international students. Among the entering first-year students for fall 2022, 195 or 80% of the admitted international students were offered academic- or talent-based scholarships (this does not include Athletic aid), totaling over $5.4 million. Of the 179 scholarship recipients, 27 (15%) have paid their deposits for the fall term. Comparisons to earlier years can be seen in the table above.

In fall 2021, the offices of Financial Aid and International Student and Scholar Services partnered to update and document the cost of attendance estimates for international students based on living situations. The improvements provide more flexibility for schools and programs and better access to financial resources for international students. The changes and improvements apply to U.S. citizens as well.

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

As travel restrictions eased, SMU faculty who had continued engaging globally through virtual means during the pandemic began engaging again in-person. For example, Meadows Associate Professor Black Hackler directed Federico García Lorca's *Blood Wedding* in Singapore in April 2022. After receiving a 2021–22 Berlin Prize Fellow, awarded to US-based scholars who represent the highest standards of excellence in their fields, Dedman College Professor Johan Elverskog spent part of the year in Berlin.

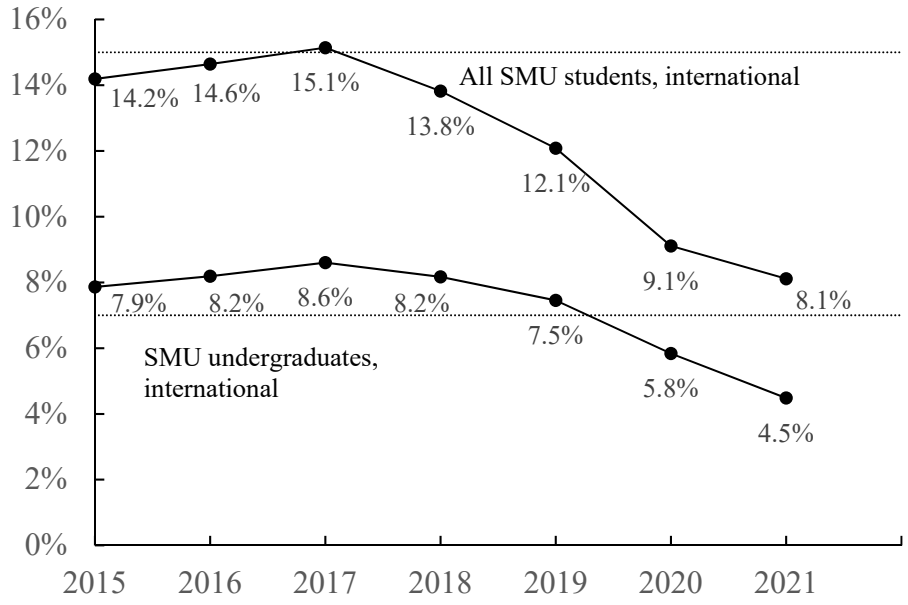
- 5.3.3 Increase the number of strategic relationships with high schools and international educational organizations (not recruitment agents) that would promote SMU to international first-year and transfer students.

In spring 2022, SMU completed a study with Strategic Resource Partners to develop a plan for strategic international recruitment. The Admission Office is using recommendations from that study to target potential international markets, development recruiting relationships, and partnering with other SMU offices to strengthen international recruitment for undergraduate and graduate students. The international recruitment staff are expanding communication and collaboration with independent educational consultants worldwide and talking walking with embassies and consulates to expand SMU's list of approved majors on their scholarship lists.

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

  Immigration and emigration policies as well as the COVID-19 pandemic have restrained the ability of universities to recruit and enroll international students, challenging international recruitment in historically strong regions for SMU, such as China, India, Latin America, and the Middle East. While SMU met the strategic goals of 7% or more international enrollment among undergraduates from fall 2015 through fall 2019 and 15% or more among all students in fall 2017, since the fall 2017 peaks, international students have declined to 4.5% among undergraduates and 8.1% among all students. Such declines are typical of patterns across the nation.

International Students, All Undergraduates and All Students, 2016–2021



International applications, admissions, and enrollment at SMU among undergraduates and graduates give further details of this decline in international students at SMU.

About 2,000 undergraduate applications in 2016 and 2017 declined to 1,108 in 2021 before rising slightly to 1,226 so far for 2022. Nearly 600 international admits in 2016 fell to 366 in 2021 before rising slightly to 410 for 2022. Enrollments of 95 so far for 2021, while up from 76 and 81 in the two prior years, remains below the 175 of 2016 and 173 of 2017.

International Applications, Admit Rates, and Yield Rates, Undergraduates and Graduates, 2016–22 Calendar Years

	2016	*2017*	*2018*	*2019*	*2020*	*2021*	*2022*
Undergraduate							
Applications	1,927	2,014	1,681	1,452	1,263	1,108	1,226
Admitted	598	573	515	494	490	366	410
Admit rate	31.0%	28.5%	30.6%	34.0%	38.8%	33.0%	33.4%
Enrollments	175	173	128	124	76	81	95*
Yield rate (enrolled of admitted)	29.3%	30.2%	24.9%	25.1%	15.5%	22.1%	23.2%
Graduate / Professional							
Applications	3,752	3,677	3,564	2,823	2,926	2,124	2,298
Admitted	1,880	1,606	1,655	1,553	1,598	1,049	1,120
Admit rate	50.1%	43.7%	46.4%	55.0%	54.6%	49.4%	48.7%
Enrollments	699	642	632	699	513	361	529*
Yield rate (enrolled of admitted)	37.2%	40.0%	38.2%	45.0%	32.1%	34.4%	47.2%

Note: "*" The number of deposits or commitments is considered to be the enrolled number for 2022. Data for 2022 as of late July 2022. The official numbers for 2022 will be available after the census date of September 7, 2022.

The lower numbers of international applications have continued among graduate and professional schools, despite an 8% overall gain in 2022 compared to the prior year. Approximately 3,700 applications a year from 2016 to 2018 declined to about 2,900 in 2019 and 2020, before dropping to 2,124 in 2021, then rising slightly to 2,298 in 2022. Graduate international students admitted were about 1,600 or more between 2016 and 2020 but declined to 1,049 in 2021. International graduate students enrolled were above 600 each year from 2016 to

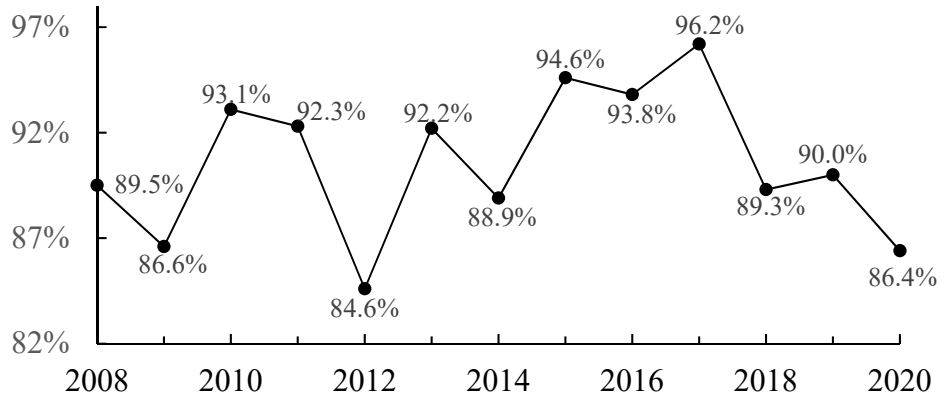
2019 but fell to 513 in 2020 and farther to 361 in 2021. If the 529 deposits in 2022 actually enroll, this will be a noted recovery from last year and above the number who enrolled two years ago.

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

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

Responding to the pandemic led to revised processes that improved services for international students, such as moving orientation programs for international students to virtual platforms. International Student and Scholar Services and the University Advising Center have revamped communications with admitted, deposit-paying international students to make the I–20 request process more efficient and facilitate course registration. Also, the Optional Practical Training application has recently become completely electronic with over 30 document processes moved to virtual. This has improved service and communication with students, especially when students are not in the country.

First- to Second-Year Retention Rates, International Undergraduate Entry Cohorts, Fall 2008–Fall 2020 (%)

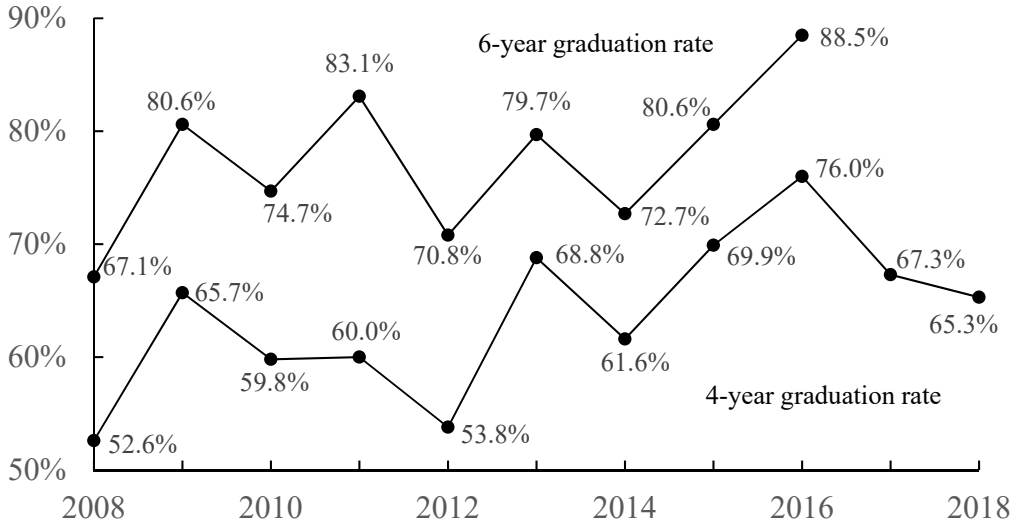


Note: Retention for the 2021 international entry cohort will be available after the 12th day of undergraduate classes, the official census date of September 7, 2022.

Support services for international undergraduates can help SMU retain and graduate these students at rates resembling those for all undergraduates (1.2.8 and 1.2.9). Indeed, retention of international undergraduates for the 2015–17

cohorts surpassed or matched the overall University goal for 2025 of 94%, although the rate then fell to below 90% for the next three cohorts, in part due to the greater impact of the pandemic on international students. International graduation rates fluctuate but generally international students trail all undergraduates for the six-year and especially the four-year rates.

Four- and Six-Year Graduation Rates, International Undergraduate Entry Cohorts, Fall 2008–Fall 2018 (%)



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

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

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

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

GOAL SIX OBJECTIVES

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

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

  Through the OE2C (Operational Excellence for the 2nd Century) initiative, several administrative processes were evaluated and modified for efficiency. Metrics, posted on the Operational Excellence (OE2C) website (blog.smu.edu/opex), have been developed for each initiative to measure service delivery, cost savings, and efficiency improvements, as appropriate. Also, a financial tracker posted on the Operational Excellence site outlines the administrative cost savings, along with the academic uses of such funds. A total of $20 million was saved annually from administrative functions that total has been redirected to academics. In fiscal year 2021–22, $1.7 million in funds were allocated from Operational Excellence recurring and one-time savings.

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

During the annual budget-planning process, the president, provost, deans, and vice presidents meet several times to review historical budgets and spending proposals. The discussions and items funded reflect the priorities of the University set forth in the strategic plan. Also, the provost has created a very

transparent and inclusive resource allocation process that has full participation by all deans and associate provosts.

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

  In response to COVID-19, SMU enacted a hiring freeze for fiscal year 2020–21. New faculty hires were approved only with one-time, non-recurring funding to fill critical vacancies or meet unanticipated curricular needs. In fiscal year 2021–22 the hiring freeze was lifted and the University started to recruit many of the positions that were unfilled during COVID-19.

  Since the Organizational Design and Shared Services efforts were completed in 2015 as part of OE2C, SMU has made progress in limiting the growth in unrestricted staff positions to those strategically focused or supporting additional revenue sources. In fiscal year 2021–22, there were 1,600 unrestricted staff positions, similar to the number for the prior two years (1,589 in 2020–21 and 1,596 in 2019–20). Over half of the increase in 2021–22 is from the addition of post-doctoral positions. Unrestricted staff positions added in fiscal year 2021–22 support the University's research, diversity, academic support, and technology initiatives. The review and approval of new staff positions focus on assuring that new positions support strategic priorities and new revenue sources.

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

  Total resources spent on the academic mission (financial aid, instruction, research, and academic support) have increased since Operational Excellence (OE2C) concluded in 2014–15. The proportion of total expenditures for these academic expenses increased from 62.8% in 2014–15 to about 66.4% in 2021–22, an increase of $137.5 million.

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

- 6.3.1 Continue momentum during the current campaign by focusing on targeted key priorities and meeting the campaign goal.

  SMU Ignited launched September 2021. As of May 2022, campaign total commitments exceeded $880 million (over 58% of the $1.5 billion goal) in support of strategic priorities. In fiscal year 2021–22, SMU experienced the

highest gift revenue in its history for the third straight year, surpassing $200 million in total support, up from $145.45 million in 2020–21 and $121.5 million in 2019–20.

- 6.3.2 Complete funding for existing capital projects.

  Efforts to complete funding for the Owens Arts Center renovation, Cox School expansion and renovation, and the residential land development and surface parking for the Frances Anne Moody Hall (1.5.2) are ongoing. Funding for Athletics capital projects has been discussed at 4.5.8.

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

  In fiscal year 2021–22, SMU received over $60 million dollars for current use priorities.

  SMU Giving Day continues to thrive. On March 22, 2022, over 3,347 donors contributed more than $3.1 million during the 24-hour initiative, with other gifts leveraged to total $8.1 million. The prior year on April 13, 2021, SMU Giving Day saw 5,244 donors contribute $2.5 million, a strong increase over March 5, 2019 when 3,250 donors gave $1.4 million (SMU Giving Day was suspended in 2020 due to COVID-19).

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

  Over the course of *SMU Unbridled*, the previous campaign, SMU had support from 184 donors at the $1 million or more level. Less than one year into the current campaign, at the end of May 2022, *SMU Ignited* already has 122 donors of $1 million or more.

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

  During 2021–22, fifteen new donors joined the Dallas Hall Society, which recognizes those who have included SMU in their deferred giving plans. In fiscal year 2021–22, 40 new expectancies – contrasted with 15 the year before –

were recorded for a total of $18.6 million. Planned gift revenue from realized expectancies were $9.6 million. Previous year figures are, respectively, $3.1 million and $11.5 million for 2020–21 and $12.1 million and $2.6 million for 2019–20.

- 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 2021–22, 64 newly endowed scholarships and fellowships were added, raising the total to 3,643. Support for scholarships (outright gifts and pledge payments) during fiscal year 2022 totaled over $28.7 million, with $20.5 million in gifts to endowed scholarships and $8.2 million in gifts to operational scholarships.

  Endowed faculty positions are discussed at 1.1.1.

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

  Overall, in 2020–21, 1,066 alumni volunteered to participate through Annual Giving and Alumni Relations channels as fundraisers, admission volunteers, career volunteers, committee members, and alumni chapter leaders, up from 981 in 2020–21 and almost matching 1,079 in 2019–20. These figures reflecting the pandemic's effect on alumni activities compare with 1,443 alumni volunteers in fiscal year 2018 and 1,164 in fiscal year 2017.

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

In the *U.S. News & World Report*'s 2022 Best Colleges, SMU again ranks among the top 20% of national universities (68 out of 392 institutions). In Texas, only Rice and the University of Texas at Austin ranked higher.

In its 2022–23 report, the Center for World University Rankings ranks SMU among the top 1.6% of world universities (326 of 19,788 institutions evaluated).

In its 2022 rankings, *The Princeton Review* ranks SMU Guildhall No. 3 in the world for its graduate game design program.

Cox School of Business

- The Cox School's Full-Time MBA (FTMBA) program ranks No. 31 in *Bloomberg BusinessWeek*'s most recent ranking (October 2021) of U.S. business schools—an 11-point increase above the prior ranking.
- In the same survey, the Cox FTMBA program ranks No. 3 in the nation for student learning, based on feedback from recent Cox FTMBA graduates, and No. 25 in the nation for entrepreneurship.
- In its March 2022 ranking of the nation's FTMBA programs, *U.S. News & World Report* ranks Cox No. 41.
- In June 2022, *The Economist* ranks the Cox School's FTMBA program No. 39 in the U.S and No. 53 globally.
- In the same survey, *The Economist* ranks the Cox School No. 11 globally for potential to network and No. 15 globally for faculty quality.
- In winter 2022, Poets & Quants for Undergrads ranks SMU Cox No. 23 among the nation's top 94 BBA programs.
- In the most recent *Forbes* ranking of Full-Time MBA programs in 2019, based solely on return on investment, SMU Cox ranks No. 45 among the nation's business schools.
- In the *Inc. Magazine*/Poets & Quants' 2022 ranking of "The World's Best MBA Programs for Entrepreneurship," SMU Cox ranks No. 36.
- *Fortune Magazine*'s 2021 survey of business schools ranks the Cox School's Professional MBA No. 40 in the nation.
- In spring 2020, *U.S. News & World Report* ranked the SMU Cox Executive MBA program No. 27 in the nation.

Dedman Law

- *U.S. News & World Report* 2023 Best Law Schools ranks Dedman Law No. 58.

- *National Law Journal*'s The 2022 Top 50 Go-To Law Schools ranks Dedman Law No. 29 among law schools whose 2021 graduates landed associate jobs at the nation's 100 largest law firms.

- The 2022 *Above the Law* Top 50 Law Schools ranks Dedman Law No. 40.

- *US News 2023 Best Law Schools* ranks Dedman Law programs as follows: No. 44 Business/Corporate Law Programs, No. 49 Tax Law, No. 53 Criminal Law Programs, No. 55 Intellectual Property Law Programs, and No. 57 International Law Programs.

- *Pre-Law Magazine*'s Best Schools for Legal Technology ranks Dedman Law No. 12 (Winter 2021).

Lyle School of Engineering

- The Lyle school received the 2021 Bronze Award for diversity and inclusion from the American Society for Engineering Education – the highest such award a school can receive.

- The Lyle school ranked No. 9 by the *Chronicle of Higher Education* among private universities for conferring engineering bachelor's degrees to women (2019). Women make up about 32% of Lyle School undergraduates, and the school has enrolled more than 30% women students for each of the last 16 years.

Simmons School of Education and Human Development

- In spring 2022, *U.S. News and World Report* ranks the Simmons school No. 54 among graduate education schools in the nation, an increase of five ranks from 2021 which was four above 2020, and much higher than 105th in 2019. Among all public and private schools in Texas, Simmons ranks No. 3, trailing only the University of Texas at Austin and Texas A&M.

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

Throughout 2021–2022, SMU continued to bring the "World Changers Shaped Here" brand message to life in communications across all schools and units. In August, SMU introduced a new logo system that for the first time unifies the

academic and athletics brands and works well at any size to make SMU recognizable in the digital environment and across all other media channels. The new logo is also integrated into the branding for the *SMU Ignited: Boldly Shaping Tomorrow* campaign. The work of moving over to the new logo will continue in the years to come.

As part of the efforts to increase awareness about the quality and accessibility of an SMU education among students and parents in North Texas, SMU invested for a fourth year in an advertising campaign targeting teenagers and parents of teens in the region. "You Belong Here" emphasized the welcoming, inclusive community of SMU. Content in the ads and landing page shared stories of the impact that students and alumni have on their professions and communities. In 2022, SMU continued to optimize ads to get prospective students to take specific actions, such as scheduling a visit or going to the Undergraduate Admission website. The campaign generated a 91% increase in clicks (121.6 thousand compared with 63.9 thousand the year before) and positively influenced more than 800 application submissions for the class entering in fall 2023. Overall, the ads generated more than 20.4 million impressions.

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

  Since 2020, in response to the COVID-19 pandemic, the scope of support for SMU's strategic plan grew to encompass preservation of the University's reputation for excellence and upholding health and safety through in-person instruction while delivering a portion of the curriculum virtually. The development and maintenance of a COVID-19 communications network included websites, town halls, a dashboard to track on-campus infections, a recurring e-newsletter, and frequent email communications, all designed to maintain transparency and support teaching and learning at the highest levels. The effort demonstrated a reasoned approach to crisis in support of the University's upward trajectory, contributing to strong enrollment in fall 2021 and powerful momentum for fall 2022.

  In fall 2021, the 2020–21 Annual Progress Report on the SMU strategic plan was shared with executive boards of each school and major center at SMU.

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

SMU maintained a dashboard of key metrics that reflect the impact of all its efforts to increase the number of higher education leaders who recognize SMU as a premier University, the number of alumni and North Texans who perceive SMU as a smart investment, and the number of prospective students who make SMU their top choice.

The numbers from 2021–22 demonstrate continued improvement over the previous year. Advertising the Moody School of Graduate and Advanced Studies through *The Chronicle of Higher Education* and *Inside Higher Ed* increased awareness among higher education leaders. Investments in marketing the *SMU Ignited* campaign drove significant increases with alumni and North Texans. Shifting the budget for prospective students to emphasize taking a next step – visiting the Admission website, signing up for a visit, or requesting more information – reduced impressions but achieved a greater increase in conversions:

Higher education leaders:

- 33% increase in impressions (18.1 million compared to 13.6 million in FY21)
- 13% decrease in conversions (clicks to SMU website; 178,496 compared to 204,959)

Alumni and North Texans:

- 226% increase in impressions (65.3 million compared to 20.0 million)
- 203% increase in conversions (clicks to SMU website; 56,445 compared to 18,639)

Prospective students:

- 29% decrease in impressions (33.5 million compared to 47.4 million)
- 54% increase in conversions (clicks, video views and requests for more information; 159,255 compared to 103,326)

Across all audiences:

- 27% increase in mentions over traditional media (186,420 compared to 135,913)

- 24% increase in mentions over social media (447,748 compared to 338,418)

SMU grew its total social media followers on its Facebook, LinkedIn, Twitter and Instagram accounts from 265,000 in 2020–21 to 281,000 in 2021–22, a 6% increase.

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

- 6.5.1 Outperform policy benchmarks while managing risk.

  The second-half of the fiscal year was a challenging environment in financial markets as stocks and bonds declined meaningfully, global economic growth slowed, inflation rose to a 40-year high, and geopolitical tensions escalated. During the fiscal year, the global stock markets declined -15.8% while global bonds declined -15.2%. Against this backdrop, SMU's diversified pool of assets returned -6.5% versus -15.5% for a passively managed 70/30 portfolio of global stocks and bonds. Over the past three fiscal years, ending June 30, 2022, the endowment pool generated an annualized return of 7.1% versus 3.6% for a passive 70/30 portfolio. SMU's endowment finished the fiscal year at a market value of $1.96 billion after providing $87 million in support of University operations.

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

  Over the 2021–22 fiscal year, SMU's endowment pool returned -6.5% versus the median return of -6.6% for Cambridge Associates universe of public and private endowments.

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

STABLE (Supporting Technology, Assets, Buildings, Logistics, and Events), an integrated work management system, is a new suite of technology to help support the SMU community. This was implemented campuswide in 2021. Also, Concept 3D, an interactive map that creates a customized platform featuring real-time notifications, campus wayfinding, accessible routes and parking, and virtual tours, launched in 2021–2022.

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

  Plans are in place to reinvigorate Sustainability Committee activities on campus and support participation in the Association for the Advancement of Sustainability in Higher Education's (AASHE) self-reporting program known as STARS (Sustainability Tracking Assessment & Rating System) to track, manage and share campus sustainability efforts. The effort was on hold during the COVID-19 pandemic and will be re-engaged in the fall of 2022.

- 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. SMU is pursuing LEED Certified for Frances Anne Moody Hall.

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

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

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August 2022