

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

PROGRESS REPORT
2016–2017



INTRODUCTION

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

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

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

This *Progress Report 2016–2017* is being presented to the Board of Trustees at its September 15, 2017 meeting and will then be distributed to the broader University community. This annual update is intended not only to underscore our aspirations, but also to help ensure that incremental progress will be made throughout the decade. The goals are ambitious, but the process toward achieving them will reinforce to the entire SMU community the remarkable opportunities that exist for the University.

GOALS AND OBJECTIVES

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

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

GOAL ONE OBJECTIVES

Last fall the Provost created three task forces related to the academic goals of SMU’s Strategic Plan 2016–2025. Task force reports were completed this past summer:

Task Force on Scholarly Research and Creative Impact

Task Force on Creative and Interactive Technology

Task Force on Data Science and Analytics

During the first part of this academic year, the President and Provost will distribute an overview document that provides background information and analyses for further deliberations regarding the academic quality and stature of the University. The overview document, plus the three task force reports, will form the basis of a campus-wide review and discussion by appropriate groups to recommend approaches for addressing pathways toward achieving the Strategic Plan goals, particularly those that focus on enhancing academic excellence as well as the role of research.

Objective One: Strengthen Our Teams Objective 1 to recruit, appoint, promote, and

During *SMU Unbridled: The Second Century Campaign*, SMU donors added 54 new endowed faculty positions, raising the number of substantially funded endowed chairs to 116. Since the campaign's conclusion, four additional commitments have been made to endow faculty positions, including one planned gift (Mary Elizabeth Holdsworth Endowed Professorship [the Annette Caldwell Simmons School of Education and Human Development]; Harold M. Brierley Endowed Professorship [Customer Engagement, Edwin L. Cox School of Business]; William F. May Endowed Director of the Cary M. Maguire Center for Ethics and Public Responsibility; J. Stephen Lockton Chair of Economics [planned gift expectancy]). These commitments raise the number of substantially endowed faculty positions to 120, 25% of SMU's tenured and tenure-track faculty.

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

Currently \$500,000 is set aside in the Provost's budget for the start-up costs required to recruit exceptional faculty. The schools supplement this amount. For instance, currently Dedman College of Humanities and Sciences has committed \$200,000 to start-up costs and Bobby B. Lyle School of Engineering has committed \$600,000. The University will work to increase this amount in the Provost's budget to encourage further commitments by the schools.

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

The Perkins School of Theology has recast two of its existing Perkins-only faculty appointments into joint appointments with the Algur H. Meadows School of the Arts.

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.

During the past two years, representatives from the Provost's Office, Faculty Senate, and schools have worked together to create a common promotion and tenure dossier. During 2016–17, departments and schools have reviewed and revised their departmental or school tenure and promotion documents in order to create more transparency and clarity for tenure-track faculty and others reviewing and evaluating these candidates. During the coming year the Provost's Office intends to complete the examination of promotion and tenure procedures within the schools, with the aim of fostering interdisciplinarity and making procedures more uniform across campus.

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

During the 2017–18 academic year, a task force will be appointed to review the list of SMU's cohort and aspirational peers. This task force will consider potential peers and make recommendations after assessing the suitability of each current and potential peer for continued use in comparing salaries, benefits, faculty support, and student support.

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.

Reviewing the percentages of full-time, instructional, women faculty at SMU (39%) and at our peer institutions reveals SMU matches the average percentage of women faculty at our aspirational peers, but trails our cohort peers (41%). The comparison is for fall 2015, the most recent data available.

Reviewing the percentages of full-time, instructional faculty by racial and ethnic group at our peer institutions reveals SMU approximates the percentages of our peers. SMU's 3% of African-American faculty for fall 2015 was equal to the 3% average of aspirational peers but below the 4% average for the cohort schools. Averages for other underrepresented groups were Hispanics 6% at SMU, 3% at our aspirational peers, and 5% at our cohort peers; Asians 9%, 11%, and 9%, respectively; and two or more races 1%, 1%, and 1%, respectively.

In official data for fall 2016, SMU had 27 African-American full-time, instructional faculty at all ranks. Of these 27 African-American faculty, 17, or 63%, were tenured or tenure-track. Hispanic faculty numbered 44 of whom 29, or 66%, were tenured or tenure-track. Asian faculty numbered 67 of whom 52, or 78%, were tenured or tenure-track. Faculty identifying with two or more races numbered seven with two, or 29%, being tenured or tenure-track. Official data on new hires and promotions for the 2016–17 academic year indicate that among the 61 new instructional faculty hires, African-American faculty numbered four (7%), Hispanic four (7%), and Asian nine (15%).

In official data for fall 2016, SMU had 295 full-time, instructional, women faculty at all ranks. Of these 295 women faculty, 145 were tenured or tenure-track (49%). At SMU women make up 18% of full professors. For 2016–17, two

of the five full professors hired were women (40%) as were 34 of the 61 total new hires (56%).

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

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

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

The average SAT for the first-year class entering fall 2016 was 1314, up five points from fall 2015. The average ACT for fall 2016 was 29.3, down 0.2 from fall 2015. With over 75% of new first-year students submitting the ACT scores and a shrinking number presenting the SAT scores, SMU will use the ACT as its primary admission testing metric going forward.

Preliminary information for the first-year class entering in fall 2017 indicates the average SAT is 30.0, 0.4 points greater than the previous all-time high of 29.6 in 2015 and up 0.7 points over the 2016 average. Nationally, an ACT score of 30.0 represents the 94th percentile. On the 1600-point SAT scale in place through 2016, a 30.0 ACT score converts to an SAT score of 1340.

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

Among notable prestigious student awards, Rahfin Faruk '15 was named a Marshall Scholar (one of only 40 nationwide), Ian Johnson was named a Goldwater Scholar in science research, and three were Fulbright grantees (Kristen Biedermann, Adam Garnick, and Jennie Lee).

Graduate student quality is measured by the Graduate Record Exam (GRE) verbal scores in the humanities, and by the GRE quantitative scores in the natural sciences, mathematics, economics, and engineering. Average scores for fall 2017 graduate students who matriculated were 159.6 verbal (83rd percentile) for the humanities, and 161.4 (80th percentile) quantitative for the sciences, mathematics, economics, and engineering. This was a strong uptick in quality over the previous year for humanities matriculants and a slight decline among STEM and economics matriculants. For fall 2016, the corresponding scores were 153.9 verbal (64th percentile) and 162.5 quantitative (83rd percentile).

The Perkins School has significantly revised the structure of its admission office to increase applications, conducted a market study, and are deveoay 0001s admwere j14.94 0 Tr45 C

For the 2016 entering class, the Dedman School of Law improved the median GPA of entering students to 3.67, up from 3.63 in the prior year, and 3.58 the year before that. The median LSAT has held steady at 161 for the past three years.

The July first-time taker pass rate for Dedman School of Law graduates on the bar exam was 91.1% in 2016, up from 84.85% in 2015.

In the last 10 years, 70 graduates from SMU Ph.D. programs secured tenured or tenure-track positions at institutions of higher learning.

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

The undergraduate entering class in fall 2016 showed progress with an admit rate below 50%, similar to the two previous years, and a yield rate below 2016 but above 2015:

<i>Undergraduate</i>	<i>2015</i>	<i>2016</i>	<i>2017*</i>	<i>Two-Year Change</i>
Completed applications	12,992	13,250	13,128	136 (+1%)
Admit rate	49.0%	48.9%	48.8%	-0.2 percentage points
Yield rate	21.6%	23.5%	22.4%	+0.8 percentage points

* 2017 data as of August 25, 2017. The official numbers will be available after census capture date of September 6, 2017.

In 2017–18, SMU will dramatically expand its partnership with education marketer Fire Engine RED in an aggressive plan to increase applications to meet the goal of 20,000 completed applications by 2025.

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

Additional efforts are being made to contact more qualified students from groups that will increase the racial, ethnic, and socioeconomic diversity of the student body, including buying more names; hosting programs focused on diversity; involving a wider range of SMU faculty, staff, and students in diversity recruitment; and enhancing personalized communications for these students.

In fiscal year 2016, generous donors committed more than \$1.4 million to provide scholarships supporting student diversity for the class entering in fall 2016. In fiscal year 2017, new commitments for approximately \$450,000 were secured to support scholarships for this purpose.

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

Reviewing the average undergraduate enrollment percentages at our peer institutions reveals SMU approximates the percentages of our peers. The percentage of African-American undergraduate students is 5% for aspirational universities and 6% for cohort institutions for fall 2015, the most recent data available. SMU's 5% that year was below the average of 6% for the cohort schools, but equal to the 5% of aspirational peers. Averages for other underrepresented groups were Hispanics 11% at SMU, 9% at our aspirational peers, and 12% at our cohort peers; Asians 7%, 13%, and 8%, respectively; and two or more races 4%, 4%, and 3%, respectively.

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

To increase the racial, ethnic, and socioeconomic diversity of the student body,

SMU's average reputation score from high school counselors in *U.S. News & World Report's* 2017 ratings is 3.9/5.0. To help improve this reputational score, the Office of Admission annually hosts four fly-ins for high school counselors. Also, the admissions staff presents regularly at professional conferences. In addition, in 2017 Mickey Saloma, assistant dean for Recruitment, Retention and Alumni Relations in the Lyle School will begin a three-year president's cycle for the Texas Association of College Admission Counseling. In the future the Admission Office hopes to increase the number of high school counselors visiting campus by hosting additional fly-ins from selected markets, and plans to welcome counselors to campus when their professional conferences come to Dallas. SMU's partnership with Fire Engine RED to increase applications also includes a communication campaign with high school counselors in both existing and new markets throughout the nation.

SMU's average reputation score from presidents, provosts, and deans of admissions in *U.S. News & World Report's* 2017 ratings is 3.1/5.0. During the coming year the prospects for a marketing campaign focused on top academic leaders at 270 national universities to increase familiarity with SMU, particularly its academic performance, will be considered.

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

The first-year retention rate for the class entering fall 2015 was 90.5%, compared with 90.3% the year before.

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

Although the 2016 four-

As mentioned, applications to the Dedman School of Law for the 2016 class increased almost 8%, outpacing the nationa

for transfers entering in fall 2017 indicate that 38% of the 281 transfer students are minority students. Diversity of the overall student body has been previously discussed in response to Goal One, Objective Two.

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

In 2017, the Meadows School's Division of Art finalized a comprehensive articulation agreement with Brookhaven Community College to facilitate and expedite students starting at the community college and completing a 4-year bachelor's degree at the Meadows School. This program improves recruitment, admission, and enrollment processes and removes obstacles for qualified students. Similar agreements are being devised across the Dallas and Collin County Community College districts not only in art, but in music, dance, and theatre.

The Office of Admission and the Registrar's Office are leading a transfer task force to identify new ways to recruit transfer students, to maximize the scholarship and financial aid programs for transfer students, and to expand and streamline the awarding of transfer credit. The group will also include staff from across campus to improve campus life for transfer students.

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

In spring 2017 Student Affairs held focus groups with transfer students to identify ways in which SMU might enhance the experience of students who transfer to SMU. Three issues emerged and were acted on already for 2017-18, resulting in a more targeted communications strategy with transfer students, a

stronger emphasis on the benefits of attending Mustang Corral, and a change in the manner of affiliating transfer students with a Residential Commons. Greater emphasis on transfers attending Mustang Corral resulted in 78 transfers attending, compared with figures of 30 and 32 in previous years. During the coming academic year, other insights from these focus groups will be reviewed and decisions made about additional ways in which to support and integrate transfer students to enhance their experience of SMU.

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

Seven Lunch and Learn workshops for managers ensured that they would have the necessary tools to set meaningful goals and host engaging conversations with their team members. Topics included Performance Management Goal Setting, Active Listening, Building Resilience, Influence, Delegating Effectively, Adaptability and Managing Leadership Stress.

To improve, enhance and chronicle staff recognition, SMU has launched the Staff Recognition Initiative. This initiative team is charged with identifying all of the ways in which SMU staff are recognized each year at the University, school, and unit level. The team will strive to create an annual University-wide comprehensive staff recognition program. Similar strides are underway in the schools. For instance, in the spring of 2017, Dedman College implemented three annual staff service awards: (1) Lasting Impact, (2) Staff Innovation, and (3) Staff Academic Advancement.

Objective Five: Invest strategically in instruction, research, and creative initiatives where SMU can be a world leader, such as interdisciplinary research; high-

performance computing; cities of the future; ethics and human development; and innovation, creativity, and entrepreneurship.

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

The Dedman College Interdisciplinary Institute supported Fellows seminars composed of faculty from across campus. These seminar groups discussed common readings, debated their topics, invited outside consultants and presented ongoing research.

In fiscal year 2017, new innovative academic programs were initiated through donor gifts, including the Mission Food Texas-Mexico Center, AT&T Center for Virtualization, the Bridley Institute for Customer Engagement, the STEM Teacher Academy, and the Deason Family Criminal Justice Reform Center. Significant donor gifts also supported the Niemi Center for Economic Growth and Leadership Development and the Embrey Human Rights Program.

In 2016-17, the National Center for Arts Research (NCAR) significantly expanded its programming and database. NCAR published papers on culturally specific arts organizations and the economic impact of arts and culture in community, released the third annual Arts Vibrancy Index, and opened its long-awaited dashboard for arts organizations that allows these organizations to study organizational and financial health through a variety of metrics. NCAR served as a data provider, aggregator, and analyst for a multi-year Mellon Foundation study on anchor cultural institutions.

In addition, the Gerald R. Ford Research Center will provide a new state-of-the-art building to support interdisciplinary research facilitated by SMU's high-

performance computing capabilities, our digital humanities initiative, and other projects that advance this objective.

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

With OE2C funding, the University has upgraded high-performance computing with ManeFrame II, a state-of-the art system that is more than five times more powerful than ManeFrame I as well as more energy efficient. ManeFrame II along with the availability of new discipline-specific software and enhanced training for faculty and graduate students will make supercomputing even more available to SMU researchers. This will be helpful across the University in attracting more faculty and students interested in programs utilizing its tremendous capacity. The discussion of ManeFrame II will be continued in Goal 3, Objective 3.

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

The Niemi Center sponsored 17 fellowships and supported joint Cox School Bush Presidential Center initiatives and activities in the following areas: Military Service Initiative, Economic Growth Initiative, Education Reform Initiative, Human Freedom Initiative, and Women Ambassadors Forum.

The Simmons School also expanded linkages with the George W. Bush Presidential Center with research projects involving a Simmons School Ph.D. student working at the Bush Center and the Simmons School interim dean serving as a representative on the Bush Center Education Reform Advisory Board.

SMU faculty such as Robin Pinckley (Cox) and Jeffrey Engel (History, Dedman) have been integral parts of the Bush Presidential Center's Presidential Leadership Scholars program run in collaboration with three other presidential libraries.

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

In 2016–17, the Meadows Museum added several works of art to the permanent collection, most notably a historically significant work, *L'homme poisson*, by Salvador Dalí.

Also during 2016-17, the reach and impact of the Meadows Museum was enhanced through digitizing the entire permanent collection of the Meadows Museum, making the collection available as an online resource.

With the completion of major renovations, the Fondren Library has been enhanced as a central campus hub for learning and collaboration. The most recent renovations include the Collaborative Commons, Starbucks Café, and the Caren H. Prothro Learning Commons, which includes two new classrooms and the Jo Ann Geurin Pettus Geographical Information Systems lab. The renovated fourth floor Skyline View provides quiet study areas with a view of downtown. Recent renovation projects also include the Fondren Foundation Centennial Reading Room restored to its original 1940 grandeur, the Hillcrest Foundation Exhibit Hall, and the DeGolyer Special Collections relocated to newly renovated spaces, which now includes the new Gillian M. McCombs Special Reading Room.

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

During 2017–18 SMU will conduct a national search for a permanent Dean and Director of Central University Libraries. The new dean will be charged with developing a united strategic vision for SMU libraries to support SMU as a global research university.

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

SMU libraries planned and implemented a new integrated library management system, Ex Libris' Alma and Primo discovery and delivery service, SMU's first cloud-based enterprise system. This new system allows faster discovery of all library resources for researchers and provides efficiencies for acquisitions and cataloging processes across all libraries.

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.

During 2016–17, the Norwick Center for Digital Services provided support for Digital Humanities projects and classes and continued to expand its impact by digitizing and cataloging 5,601 manuscripts, imprints, photographs, works of art, ephemera, and audio/video files from items in the Central University Libraries special collections.

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

Over the next academic year, the Provost will request SMU libraries investigate and determine the costs involved to move up in the rankings of academic

libraries. Given the expected costs involved, this is likely to be a long-range possibility.

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

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

The Simmons School has applied for national accreditation for the masters programs in counseling from the Council for Accreditation of Counseling and

Professor, can take a more strategic leadership role to focus on the academic and research aspects of the campus, as well as develop a revised Strategic and Master Plan for SMU-in-Taos during the years immediately ahead.

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

Student enrollments for 2017 at SMU-in-Taos were 95 (January), 66 (May), 21 (June), and 41 (August) for a total of 223. Corresponding figures for the previous year were 69, 73, 46, and 82, respectively, for a total of 270. The halving of the previous year's August enrollment reflected the unfortunate and uncommon two-day overlap in 2017 with Summer II on the main campus. Plans to move June term enrollment toward capacity include shortening its length to match the May and August terms and reinvigorating the Archaeology and Geology field schools, as well as new field school offerings in Biology and Engineering.

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

Sustainability projects at SMU-in-Taos include monitoring the solar energy produced from solar panels installed in summer 2016 in the Miller Campus Center, using rain water collected from the roofs of the dining hall and Miller Center, and partnering on a mobile gree

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

The Provost appointed a General Education Review Task Force in response to a Faculty Senate resolution passed in January 2016, charging the Task Force to review the University Curriculum, recommend improvements, and propose a revised and refreshed general education curriculum. A final, revised proposal is due in spring of 2018. After approval by the Faculty Senate, full faculty, and Board of Trustees, it is hoped the new curriculum will launch by fall 2020.

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

The Center for Teaching Excellence (CTE) delivered 11 workshops, hosted a faculty book discussion group, and worked with individual faculty to enhance instruction.

CTE interacts in support of faculty across campus. For instance, Cox School has formalized a peer teaching evaluation system in which CTE has a faculty member observe each newly hired assistant professor during the first semester of teaching. Additional classroom observations are scheduled in a faculty member's third year and, if reappointed, in the fifth year of service.

In order to encourage innovative teaching, CTE awarded Just-in-Time Teaching and Technology grants to 19 SMU faculty members. These small grants promote teaching improvements such as the use of virtual reality, digital design, and active learning techniques.

Develop and 8.1(e)-5g techniques.

courses will begin in summer 2018, except for the second semesters of Latin and Chinese, which will begin in summer 2019.

In collaboration with SMU's Associate Provost for Continuing Education, more online courses and programs are being considered across campus. For instance, the Cox School has also launched an online version of the Graduate Marketing Certificate Program. The Perkins School has begun offering hybrid courses (a combination of online and face-to-face). Perkins Basic Course of Study School and the Houston-Galveston extension program are expected to move entirely to a hybrid format over the next two years. The Altshuler Learning Enhancement Center has implemented a five hour online training program for all new tutors to develop skills in areas such as communication, listening, goal setting, follow-up, and resource utilization.

Review each undergraduate major to identify courses that also should be offered consistently in summer and other inter-terms to facilitate timely degree completion as measured by four- and six-year graduation rates.

In the 2017–18 academic year, the Provost's Office will lead the college and schools in determining the critical courses for timely completion and how best to ensure the offering of these courses in summer and inter-terms.

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

Determining the critical courses for timely completion as mentioned in the previous response will also address and help meet student demand as well as increase enrollment and credit hours.

Strengthen the Center for Teaching Exce

Church Non-Profit Management (Perkins School and Cox School), and
Concentration in Social Innovation and Nonprofit Engagement (Perkins School

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

At the December 2016 and May 2017 meetings, the Board of Trustees Academic Affairs Committee was given reports on the performance of programs approved three years ago. The reports included enrollments, student outcomes, cost, and revenue data for the M.S. Applied Economics and Predictive Science, the M.S. in Datacenter Systems Engineering, the B.A. and B.S. in Health and Society, and the Master of Theology.

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

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

After a yearlong study by a Task Force on Continuing Education and a national search in 2016-17, the Provost has selected Linda Mielke to oversee the expansion of continuing and online education courses for the University. As associate provost for Continuing Education, Mielke and her team will prioritize, coordinate, support, and grow a broad array of continuing education initiatives in the coming year. Developing an SMU-wide strategy will build on the notable efforts that SMU's Continuing and Professional Education and several academic units have already made.

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

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

The Simmons School has increased student involvement in field-based learning through a federal grant that supports connecting coursework with direct field experiences in West Dallas. Through Budd Center initiatives, the Simmons School has supported over 100 undergraduate students in field-based experiences in West Dallas.

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

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

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

In 2016-17, the new Cary M. Maguire University Professor of Ethics, Steve Long, began offering a course entitled, “Theology and Economics.” The Maguire Center for Ethics & Public Responsibility provides Faculty Incentive Grants for the development of new ethics courses that integrate ethics into a faculty member’s area of study. New courses developed in 2016–17 include “Coexistence and Conflict in the Middle East” in History, “Public Ethics, Democracy, and Corruption Control in Emerging Markets” in Political Science, “The Ethics of Pleasure and Pain” in Philosophy, “The Ethics of Biblical Interpretation” at the Perkins School, and “Research Ethics” in the Office of Research and Graduate Studies.

GOAL THREE: TO STRENG

being further considered by the General Education Review Task Force, which expects to conclude its deliberations in spring of 2018.

Increase external support for interdisciplinary research and programs that position SMU as a world leader in

To regain the trajectory for research expenditures that will put us on the path to \$50 million by 2025, SMU will develop research partnerships that open access to new sources of funding. SMU will also improve proposal competitiveness by seed funding proof-of-concept studies and increasing the staff needed to lead proposal development and to speed negotiation of research contracts. In addition, strategic hires of faculty who enhance existing strengths will especially focus on recruiting faculty with established grant funding streams. An example of such a recent hire would be Professor Minjun Kim, the Robert C. Womack Chair in Engineering (Mechanical Engineering, recently elected as a Senior Member of the Institute of Electrical and Electronic Engineers); Professor Wei Cai, Betty Clements Chair in Applied Mathematics; and Professor Jianhui Wang (Electrical Engineering).

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

With the completion of the programming of the Gerald J. Ford Research Center, final drawings will be developed during the current academic year with the start of construction planned for the summer of 2018. Efforts to complete the funding are ongoing.

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

SMU has made significant investment, over \$5 million, in instrumentation by upgrading Maneframe into Maneframe II, discussed at Goal One, Objective Five and Goal Three, Objective Three.

During 2017–18, the associate vice president for Research and dean Graduate Studies, working with the Provost, will propose a refined framework for overhead recovery.

To increase organizational efficiency and encourage initiative, the Office of Research and Graduate Studies was reorganized during academic year 2016–17. The organizational and personnel changes will enable the Associate Vice President for Research and Graduate Studies to focus more on the development of collaborative programs with external partners.

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

ManeFrame II, SMU’s new high-performance computing cluster, previously mentioned in Goal One, Objective Five, is now operational and provides computational power to SMU researchers that is second only within the state to the Texas Advanced Computing Center at the University of Texas. This new computing cluster has a peak performance capability of 630 teraflops (630 trillion floating-point operations per second), surpassing all but 16 clusters currently housed at American universities that appear on the most recent list of the world’s top 500 supercomputers. The power of this system greatly increases the ability of SMU researchers to perform computationally intensive research in science, engineering, and big data, creating a competitive edge in competition for grants and enabling interdisciplinary research. It also helps to recruit faculty such as the new Clements Chair of Applied Mathematics.

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

Funds awarded annually through internal grants by the University Research Council (URC) were increased by \$100,000 in 2016–17, doubling the number of proposals that the URC was able to fund. Strategic initiatives currently under

consideration in the Provost's Office will identify additional strategies to provide seed funding, encourage interdisciplinary research, and support expansion of research.

In 2016–17, Dedman College created a “linking fellowship program” to help faculty connect with colleagues in other disciplines in order to expand their interdisciplinary research capabilities. This year's awardees are merging modeling and experiments in electro-hydrodynamics (mathematics and mechanical engineering), developing a computer-based oral reading fluency assessment system for 2nd to 4th graders (Statistical Sciences and Education), and developing research for a book project on female mentorship in the Golden Age of Spain (World Languages, Art History, and the Meadows Museum).

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

As set out in the discussion of Goal One, planning for scholarly research will be addressed in the campus-wide dialogue the President and Provost will spearhead this academic year to develop a more refined vision for SMU's academic quality and stature. The report of the Provost's faculty-led Scholarly Research and Creative Impact Task Force will be released during fall 2017.

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

The campus-wide dialogue on SMU's academic quality and stature, along with the review of our list of aspirational and cohort peers mentioned in Goal One, Objective One, will help inform and shape appropriate levels for internal grant programs.

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

With funds provided by the dean of Dedman College, a cohort of doctoral students from across the University were appointed as Ph.D. Fellows and met

improvement and compares favorably to the national average reported by the Council of Graduate Schools of 36%.

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

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

The annual number of Ph.D. degrees awarded by fiscal year increased more than 40% from 2013 to 2017. The numbers of Ph.D. degrees awarded each year from 2013 to 2017 were 63, 74, 86, 79, and 89, respectively.

Objective Six: ImplehDrehDrx

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

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

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

Retention for Students in CONNECT

<i>Year</i>	<i>First to Second Semester</i>	<i>First to Second Year</i>
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following review indicates. A Veterans Advisory Board, comprising representatives from 11 areas across campus, assesses the needs of veterans and how the University can best support all veterans. Student Affairs employs a coordinator for Veterans Support to advise veterans and Counseling Services hired a psychologist with military experience to provide support to veterans. A new program called “Veterans Tutoring Veterans” began this past year in cooperation with the dean of Student Life office and the Altshuler Learning Enhancement Center. Special orientation sessions are held each semester for new student veterans. The veterans’ student group moved to a larger, more suitable space in the Hughes-Trigg Student Center, receiving support from the Student Senate and several other SMU offices. In addition, the Student Senate proposed, and the student body approved this past year, a special interest seat for veterans in the Student Senate. The Office of Annual Giving and Alumni Relations raises awareness of the need for scholarship support for military veterans and in fiscal year 2017 awarded \$12,500 in scholarships for active or retired military personnel. SMU Athletics provided free tickets to all home games for veterans and their families. Explorations with the Navy Seals Legacy Foundation are underway for how SMU can obtain and deploy scholarship funds to assist retired Seals and/or their widows and family members.

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

All incoming students were required to complete an online training course, “Think About It,” concerning drugs, alcohol, and sex to reduce risky student behavior and prevent sexual assault. During Mustang Corral, incoming students were required to attend a live performance of “Connecting the Dots,” a violence prevention and bystander intervention program. Afterward, all students

participated in a small group discussion. In addition, all students who attend Corral attend the “Every Mustang Matters” Program.

The annual “Take Back the Night” March raised awareness around the issues of sexual assault and relationship violence and introduced participants to several resources available both on and off campus for support.

“TakeCARE” is an online bystander intervention program to help educate students about sexual assault, to mobilize students to take action to help reduce sexual assault, and to increase support for those who experience sexual assault. Developed by two SMU Psychology faculty and supported by the NIH, it is available to all first-year students at SMU on the Psychology Department’s website.

Utilization of the Caring Community Connections (CCC) Program continued strong with faculty, staff, and students utilizing this resource for identifying students experiencing various challenges and linking them to counselors and appropriate resources. In fiscal year 2017, 782 contacts were made with CCC for follow up, compared to 708 in fiscal year 2016 and 745 in the previous year. Urgent cases remained a steady share, making up 10-12% of these contacts each year.

The annual Women’s Symposium in 2017, “My Body, Not Their Politics,” attracted over 600 faculty, staff, students, and community members. One of the longest running events of its kind, the symposium has challenged, changed, and broadened women’s perspectives on campus and in the community.

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

The Hughes-Trigg Student Center User Group continued to evaluate options for the renovation of the Hughes-Trigg Student Center. The User Group met regularly to consider proposals from students and others, received briefings on the finances and construction logistics of renovation, and secured funding commitments from the Student Senate and the Division of Student Affairs.

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

Significant improvements were made in the operating systems for medical services, laboratory, X-ray, and student health insurance. The opening of the Dr. Bob Smith Health Center marked an uptick in the utilization of health services by students: counseling services had 7,199 client visits (up 11% counseling 5,709, psychiatry 1,150 and alcohol/drug abuse 340); medical services had 12,305 patient visits (up 17% primary care 8,933, nursing 2,733, women's health 537, and dermatology 102); pharmacy (up 29% 9,155 new prescriptions and 2,216 refills); and lab work (up 14% 4,451 laboratory tests performed). Also, 2,957 flu shots were administered to the SMU community at the Health Center and at nine clinics.

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

The 2017 AARO sessions were attended by 1,398 new first-year students and 213 transfer students, compared to 1,446 and 253 in 2016, respectively, and 1,379 and 157, respectively, in 2015. About 1,275 new first-years and 78 transfers participated in the 2017 Mustang Corral, compared with 1,470 and 30, respectively in 2016, and 1,159 and 32, respectively in 2015. Mustang Corral

helps first-year and transfer students connect to the University, and participation is highly encouraged.

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

A fuller discussion of student leadership opportunities occurs with the next objective, but note that RLSH provides leadership positions to develop students within the Commons outside of traditional coursework. In addition to the Resident Assistant position, Commons Council and the Assembly offer elected or appointed leadership roles. Some

assessment of these programs will allow measurement of progress toward accomplishing the goals and help strengthen these efforts.

On April 21, 2017 1,292 registered participant volunteers walked or ran for pledged donations in Relay for Life, an American Cancer Society fundraiser in its 14th year at SMU. In all, \$120,000 was raised, a decline from the \$145,000 raised the year before with 1,506 registered participants.

Student usage of Dedman Center for Lifetime Sports and related programs indicate student engagement in activities to promote personal well-being. In 2016 17 2,260 students, about 20% of all SMU students, participated in intramural sports, slightly below the 2,308 figure for the previous year. Also in 2016 17, 2,478 students took part in group fitness classes beyond personal wellness classes. In 2016 17 there were 606,871 swipes into the Dedman Center by 5,294 different students, about 45% of all students. While programming changes complicate prior year comparisons (the number of personal wellness classes and other activities scheduled in Dedman Center varied appreciably between the two years) and the swipe system was offline for six weeks in 2015 16, the prior year numbers were 417,997 student swipes into the Dedman Center by 7,997 different students, about 69% of all students.

Increase faculty and student engagemen

Community Chaplains had over 1,000 distinct contacts with students; Resident Assistants participated in their annual service project at the North Texas Food Bank; and 10 students served as Site Leaders and facilitated reflection with their peers.

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

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

Student Affairs has compiled an inventory of student organizations at SMU (<https://smu.campuslabs.com/engage/Organizations>) providing leadership opportunities that students can search and access by various characteristics, including interest categories. Discussions between the Provost's Office and Student Affairs are underway to explore how best to integrate student leadership programs across the campus.

The Hart Leadership Assessment (HLA) through the Hart Center for Engineering Leadership in the Lyle School enables first-year undergraduates and graduates in Engineering to establish baseline leadership strengths and areas for growth, then customize a personal development plan. Last fall and spring semester, 222 undergraduate and 200 graduate students took the HLA and followed up with a debriefing.

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

Alternative Breaks continued strong with 113 students participating in 12 different programs, completing about 3,040 hours of service. The annual Civil Rights Pilgrimage involves a semester-long course and a trip over spring break engaging 27 students and five staff. The Martin Luther King Day of Service increased participation 250% from 160 to 400 students by partnering with SMU Panhellenic and the National Residence Hall Honorary. Panhellenic sent 30 women from each organization to the MLK Day of Service and dedicated financial resources toward the event. Mustang Heroes mounted 20 community service projects, and membership grew by 20% from 210 members to 250 members. The Crain Leadership Summit hosted 64 students, 13 faculty/staff

The Hart Center for Engineering Leadership connects mentors and mentees so that students can develop their leadership skills through one-on-one interactions with local engineers. In its fifth year the program paired 52 students with 52 mentors and hopes to match 75 next year.

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

Various groups have worked with the University Curriculum (UC) Council to qualify more student leadership opportunities for credit as one of the UC Proficiencies and Experiences. Students participating in Student Senate now qualify for Proficiencies in Oral Communication and Community Engagement. Faith and Learning Scholars can satisfy the Community Engagement proficiency. Mustang InterSECTIONS, an annual weekend leadership retreat for students, now fulfills the Human Diversity proficiency. Three programs in the Women & LGBT Center fulfill proficiencies in Human Diversity, Oral Communication, and Community Engagement. In addition, the Foundations of Community, Diversity, and Inclusion course (Human Rights 1101), building on and extending the diversity education students receive through Mustang Corral (“Every Mustang Will Be Valued”) and the initial Personal Responsibility and Wellness class, offered students the Human Diversity and Oral Communication proficiencies.

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

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

Values-based programming was included during formal recruitment week. Professor Maria Dixon-Hall presented "How NOT to be on CNN" to help students make values-based and culturally sensitive choices. About 900 students attended. Potential new members for both Inter-Fraternity Council and Panhellenic were required to attend.

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

To strengthen collaboration among the four governing councils, the All-Greek Council collaborated with Community Engagement & Leadership to support Stampede of Service, a service day for the four Greek councils. Also, an All-Greek Info Session was held for 600 first-year students to learn about the Greek community, the four councils, and membership expectations.

Objective Four: Evaluate the need for on-campus housing on the East Campus for upperclass and graduate students.

The opening of the Residential Commons in fall 2014 increased the number of students living on campus by 51%. In fall 2016, 2,954 students were in residence on campus with graduate students primarily located in Hawk or Martin. Residence Life and Student Housing has met the undergraduate demand for housing with the greater space available. The demand for graduate housing is being assessed, and feasible options are under consideration for a longer term decision.

Objective Five: Expand and enhance career services for all students, including student intern programs throughout the University, city, country, and world, by

expanding partnerships with businesses, cultural and charitable organizations, and alumni for internships and job opportunities.

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

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

In summer 2017, SMU hired a new executive director of the Hegi Family Career Development Center after a nationwide search. With new leadership further strides will be made in supporting student career goals and tracking the placement of SMU graduates.

Additionally, all career centers at SMU (Cox School, Lyle School, SMU Guildhall, and Hegi Family Career Development Center) have implemented a new system, Handshake, to track relations with employers for career planning and vocational exploration across campus. The system was piloted during the spring semester and officially launched in the summer of 2017. Handshake should provide more systematic data on internship and graduate placement outcomes in the immediate future.

The Hegi Center managed 5,000 job postings. The Career Fair brought together 93 employers and 1,000 students from SMU's three largest undergraduate schools. Hegi career counselors conducted approximately 1,600 appointment sessions; 75% with students in Dedman College, 12% in the Meadows School, and 13% in other schools.

The NCAA's latest Academic Progress Rates (May 2017) revealed that all of SMU's teams met the NCAA's multi-year requirements, with two SMU programs men's tennis and women's soccer earning Public Recognition from the NCAA by scoring perfect multi-year 1,000s. In addition, 14 of 15 Mustang programs scored above the SMU Athletics goal of 950 for the four-year span, and seven of the 15 bettered the national average in its respective

should also boost NCAA appearances, thereby improving NACDA Directors' Cup rankings.

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

In 2016-17, 11 of SMU's 17 teams were represented in postseason competition. The football program finished one win shy of bowl eligibility, and the men's and women's basketball teams made the postseason. The men earned a berth into the NCAA Tournament, while the women advanced to the third round of the WNIT for the first time since 1993.

Increase the annual fund in Athletics by at least 3% each year (currently \$5.3 million annually; seek \$6.1 million per year by 2020, and \$7.1 million by 2025).

In fiscal year 2017, more than \$10.2 million was received in support of annual fund designations, including Mustang Club, Circle of Champions and all Mustang Ex-001t8Twn6 thaed in supp d8.2(o).4J16ustanof the WNI[(MuT*n6)n fist[.9(m)8 WNIT

season tickets and 30,000 average home attendance, and for women's basketball, 500 and 2,000.

In the six home games in fall 2016 SMU football averaged 23,712 in attendance, which is the most since Ford Stadium opened in 2000. In the 2016-17 season men's basketball's surpassed 100,000 in attendance for the fourth straight season with 12 sellouts in 18 home games averaging 6,900 in attendance. In women's basketball average attendance more than doubled to 1,973 in 2016-17.

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

Construction of the Robson & Lindley Aquatics Center and Barr-McMillion Natatorium will be completed in the fall of 2017. The SMU Golf facility at Trinity Forest is nearing completion. Fundraising for Phase I of the Athletics Masterplan, which includes a new soccer stadium and indoor performance.

Intelligence at SMU is being led by Professor Maria Dixon Hall who serves in this capacity as the Provost's senior advisor for Campus Cultural Intelligence Initiatives.

families; and provide students with opportunities to conduct counseling internships in the Resource Center, a Dallas nonprofit that serves the LGBTQ community.

The Student Senate's Diversity Committee partnered with several organizations this year hosting conversations that dealt with police and the community, the presidential election, and cultural sensitivity. The Student Senate passed legislation institutionalizing an ad hoc committee on campus inclusion to ensure that the Student Senate can respond to incidents where a minority is targeted. The Student Senate proposed, and the student body approved, three special interest seats: Queer, MilVet and Student-Athlete.

Diversity training provided by the Office of Multicultural Affairs and the Women & LGBT Center reached about 750 students and staff. Among the students, faculty, and staff receiving this training in 2016-17 were incoming first-year law students, as well as faculty and staff, in the Dedman School of Law, Dedman College faculty and staff, Personal Responsibility and Wellness I students, Simmons School graduate students, Cox School management classes, Emerging Leaders, Student Transitions and Orientation, Residential Life, and Athletics.

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

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

Construction plans are underway for the new Child Development Center to be located on the main campus at the northwest corner of Dublin Street and Daniel

Avenue across from Burleson Park. Construction will begin in fall 2017 to enable opening in fall 2018.

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

A University committee will be formed in the coming year to assess the feasibility of assisting members of the SMU community with access to elder care.

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

Increase the number of signed agreements for academic and research collaboration with Central and South American universities and, in particular, Asian universities to an additional four by 2020 – 2021, eight by 2025.

SMU has concluded several consortial agreements to further study abroad, student exchanges, and research efforts. Several are ongoing, subject to mutual renewal, such as the agreement with Franklin University in Switzerland for undergraduate study abroad and pre-enrollment of fall first-year students. New program initiatives in fiscal years 2016 and 2017 for undergraduate study abroad involve Suzhou University in China and Kwansai Gakuin University in Japan. Agreements for graduate study abroad that started or renewed in the past two years include Hong Kong Baptist University through the Temerlin Advertising Institute in the Meadows School of the Arts and Bocconi University, in Italy,

through the Meadows School Arts Management and Arts Entrepreneurship degree program.

Global engagement does not always rise to the level of a formal legal agreement. Several significant international relationships are based on memoranda of understanding or less formal agreements. For instance, the Perkins School has a faculty/student exchange with the University of Sao Paulo, in Brazil, and an agreement with Trinity Theological College, in Singapore, to host off-site courses for its Doctor of Ministry program.

The Lyle School partnered with the National Nano Fab Center in Korea, a sponsor of Dr. MinJun Kim's research lab. This paved the way for a summer 2017 visit to establish MOU's with Korean research institutes and universities. The Lyle School dean and the Graduate Studies dean seek to foster collaborative research between SMU and the Korean

Current data from SMU Abroad indicates that the number of SMU undergraduates studying abroad has grown an average of almost 8% annually over the last four years.

The most recent University Registrar data on graduating seniors in 2016 indicates that only 28% of SMU students have studied abroad during their undergraduate careers. However this count is limited to those who participated in an SMU Abroad program for academic credit. If all significant and SMU-sponsored international experiences of undergraduates are included, adding research, service, and class trips with faculty members, that percentage would be much higher. At least 184 such SMU sponsored experiences outside of SMU Abroad have occurred since 2013. Efforts are underway to capture and count all such substantial study abroad experiences for SMU undergraduates. Doing so raises the participation percentage to 35% for graduating seniors in 2015, placing SMU 35th in the nation among doctorate-granting universities in 2014-15 (IIE, *Open Doors® Report on International Educational Exchange*) in terms of study abroad undergraduate participation. This places SMU in the middle of aspirational and cohort peer institutions, with six aspirational institutions ranked higher and six lower. Among cohort peers, seven ranked higher, five lower.

To integrate study abroad with student programs of study, SMU Abroad began assigning prospective study abroad students an adviser, according to major. The study abroad adviser works with the student and his or her major adviser to create a plan for study abroad. In addition, informed by recent student experiences, departments now work with SMU Abroad advisers to begin prioritizing the best options for majors.

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

SMU Abroad has limited funds for study abroad scholarships, targeted to financially needy students.

To enable students with demonstrated financial need to study abroad, 5% of the positive net revenue from study abroad provides need-based scholarships the following year. The Office of Financial Aid and SMU Study Abroad have recently awarded over \$200,000 more in scholarship aid than was awarded in fiscal year 2014. Donor-funded scholarships for financially needy students would help increase study abroad accessibility to all students.

Develop interterm (January, March, May, summer, and August term) study abroad programs.

Developing interterm study abroad programs will provide more opportunities to study abroad. January was added in fiscal year 2017 and May term programs will be added in fiscal year 2018.

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

The University Curriculum requires global engagement of SMU undergraduates. Faculty and Study Abroad have responded by increasing the opportunities for student global engagement. For example, faculty are encouraged to plan class trips abroad during spring break in March: University Honors Program classes integrated study abroad in Amsterdam in 2016 and in Nicaragua in 2017.

The Cox School prepares its graduate students for global challenges during spring break and winter break, developing several “Doing Business in” for-

credit courses. Destinations for the immersive experience include Abu Dhabi; Bogota; Bratislava, Slovakia; Buenos Aires; Dubai; Havana; Hong Kong; Lima; London; Panama City; Santiago; Seoul; Shanghai; Shenzhen, China; Tokyo; and Zurich.

In fiscal year 2017, 256 Cox School graduate students, eight faculty and 10 staff engaged in study abroad on eight trips. In fiscal year 2016, the numbers were slightly higher with 302 graduate students, 10 faculty and 12 staff on 10 study abroad trips. And for the past two fiscal years, five Cox School graduate students have gained firsthand exposure to the global economy as exchange

In fiscal year 2017, 243 faculty took 404 trips abroad, spending 7,826 days outside the U.S. In fiscal year 2016, the corresponding figures were 242 faculty, took 406 trips abroad, spending 7,074 days outside the U.S. In fiscal year 2017, 95 staff traveled on 169 trips for a total of 2,226 days. In fiscal year 2016, 112 staff traveled on 172 trips abroad for 2,286 days outside the U.S. In fiscal year 2017, 285 graduate students took 302 trips abroad, for 7,261 days outside the U.S. In fiscal year 2016, 320 graduate students, traveled on 329 study abroad trips, spending 7,568 days outside the U.S.

Travel destinations for the two fiscal years combined: Europe 42%; Asia 17%; South America 11%; Central America 9%; North America 6%; Caribbean 5%; Middle East 4%; Africa 3%; and Oceania 2%.

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

Develop standards for scholarship and aid opportunities for the most

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.

SMU's Division of Enrollment Services now has three relationships aimed at increasing the number of international students on campus. SMU staff coordinates 19 aspirant and cohort universities in hosting a reception for international high school counselors at the annual conference of the Council of International Schools (CIS). Also, SMU's director of international admission also serves on the Latin America Advisory Council for CIS. SMU has also participated with the World Leading Schools Association in cities throughout China. The Admissions office is exploring an opportunity to host an international student conference in 2019.

The Cox School has increased BBA Admissions office travels to include recruiting trips to China, Guatemala, Panama, and Mexico.

Increase the number of international graduate and undergraduate applications.

Completed undergraduate applications for fall 2016 from international students, including both first-year and transfer, totaled 1,648, up 15% over the previous year. As of August 1, 2017, the number of applications for fall 2017 stands at 1,693 – a 3% increase over 2016.

During spring 2017, U.S. immigration policy uncertainties caused concern at many universities for graduate applications from international students for fall 2017. Indeed, a spring 2017 survey of 300 U.S. institutions revealed that 38% reported international applications had decreased from the prior year, 27% reported no change, and 35% reported an increase.

At SMU the total number of graduate applications from international students rose over the previous year in the Lyle School (up 2.4%) but declined in Dedman College (down 26.7%). Preliminary indications show the centralized, robust outreach, and courtship of international applicants by the Lyle School responded better to the challenging context during this admission cycle. Dedman College graduate recruiting is less centralized and more program specific. Also, a few Dedman College programs added a video essay requirement, which undoubtedly contributed to a decline in applications.

Increase the enrollment of graduate and undergraduate international students to

In addition, ISSS has implemented an International Student Leadership Program (ISL). This program was designed to foster leadership among 10 trained undergraduate and graduate students. These student leaders serve as facilitators across the ISSS team and with international students. The ISL program aids in the global transition to the university and facilitates cultural exchange.

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

ISSS has implemented technology to leverage existing staff to manage a more complicated visa process and increasing visa applications. By converting in-person workshops for Optional Practical Training (OPT) and its STEM extension to online tutorials, students can participate at their convenience and apply any time during the semester. Staff are freed up to process visa applications within the expected five- to seven-business-day window.

Creation of a paperless, internal online process to approve on-campus work authorization requests for international students facilitated ISSS processing of these requests for students, advisers, and staff.

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

A university committee will be formed in the coming year to assess the feasibility of providing health care insurance coverage for international graduate students who teach or serve as research assistants.

Objective Four: Share research and best practices with metropolitan areas throughout the country and worldwide through interdisciplinary programs, such as

the Cities Initiative, in order to raise the visibility and reputation of SMU to the nation and the world.

The SMU Mission Foods Texas-Mexico Center, an action-oriented, research policy center looking to understand and explore the dynamic political, cultural, economic, and business relationship between Texas and Mexico, officially opened April 6, 2017.

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

To compete in the higher education world 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 leading to final priorities and decisions being communicated

Annually, \$20 million has been saved from administrative functions to be redirected to the academic sector.

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

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

More than \$93 million in gift revenue was received in fiscal year 2017, down only slightly from the almost \$100 million fiscal year 2016 figure which included the *SMU Unbridled: The Second Century Campaign*'s close at the end of 2015.

Complete funding for existing capital projects.

Funding for the Dr. Bob Smith Health Center has been completed. Funding for Athletics capital projects has been discussed in Goal Four, Objective Six. Efforts to complete funding for the Ford Research Building and the Owen Arts Center renovation in the Meadows School are ongoing.

Develop new processes and staffing structures to provide greater support for ongoing University operations, increasing operational giving by approximately 3% per year.

The new three-year Pony Power initiative, previewed in April 2017 and launched June 1, 2017, will focus on current-use designations and encourage gifts at all levels for all areas of SMU.

Develop new ways to cultivate and motivate major donors identified during the

Major-gifts fundraising efforts this past

During *SMU Unbridled: The Second Century Campaign*, SMU donors gave annually to hundreds of scholarships and added 689 endowed scholarships, greatly exceeding the original ca

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

SMU continued to invest in growing awareness of the University's central brand message, "World Changers Shaped Here," by bringing that message to life in communications by all schools and units. The University created a new Marketing Communications Strategy Group comprising the strategic marketing leaders in DEA, each school, the Provost's office (represented by Undergraduate Admission), Athletics and Student Affairs – and charged this group with responsibility for coordinating efforts, driving message and brand consistency, and supporting student and faculty recruitment efforts.

To define "World Changers Shaped Here" for students and faculty, DEA Public Affairs in conjunction with the Marcom Strategy Group developed supporting message platforms that describe SMU's strengths and differentiating characteristics: the Dallas Advantage, Entrepreneurial Spirit, Interdisciplinary Innovation, Unbridled Experience and Ethical Leadership. DEA Public Affairs used these messages in developing stories, social media campaigns and other initiatives for student recruitment, fundraising and alumni engagement purposes, so that they all reinforce the shared message platforms. Future plans will include how to enhance SMU's visibility among higher education leaders, business leaders, and public policy makers.

Through the University's most visible advertising efforts – the donated 30-second television spots that are broadcast during nationally televised football and basketball games – DEA Public Affairs shared stories of recent alumni who exemplify the "World Changers Shaped Here" brand message and the supporting message platforms. These stories and videos were collected on the new smu.edu/world website and also shared through social media, emails to alumni, and at regional events for alumni, parents and friends.

DEA Public Affairs also updated the SMU stationery, business cards and other identity materials to include “World Changers Shaped Here” in a more visible way. And in conjunction with OIT, DEA Public Affairs continued to expand use of SMU Media Archive by users across the schools and units, who can search a giant database of University photographs for use online and in print materials.

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

This annual progress report will be shared with SMU Executive Boards in the schools and others, same as the 2015 and early 2016 drafting of the 2016–2025 Strategic Plan included discussions with these groups.

In November 2017, SMU will hold an event at the Dallas Federal Reserve to report the myriad ways in which SMU is a valuable partner to Dallas and the North Texas community, helping to create the kind of city and region where we want to live and work. Also, SMU will report on donor-supported initiatives, describe how its strategic plan implementation will address critical community needs, and how the University will contribute to Dallas’ ongoing emergence as one of the world’s leading cities for commerce, culture, and inclusion.

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

Pepperdine and Notre Dame. Weekly engagement levels on the SMU Facebook account also outpaced those of the same peer and aspirant institutions.

SMU Athletics' social media accounts continue to grow. Over the past year, the accounts are up almost 22%, with 208,522 followers. Individually, Facebook is up 15% at 65,304 followers, Twitter is up 22% at 115,816 followers, and Instagram is up 40% at 27,402 followers.

May Commencement was broadcast as a Facebook Live event. The internet video of Commencement speaker Dr. Francis Collins' version of the song "My Way" garnered more than 2.1 million views.

The new smu.edu home page, optimized for prospective students, drove 22% more traffic to SMU's Admission site and lowered the bounce rate (navigating away from the site after viewing only one page) by 27%.

Public Affairs helped earn 973,211 traditional and social media mentions in fiscal year 2017. Public Affairs' political faculty experts strategy resulted in international media outlets during the presidential election an average of almost eight per day between June 1 and election day.

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

The market value of SMU's endowment totaled \$1.51 billion as of May 31, 2017. In the 2016-17 fiscal year, the endowment generated an annual return of

2017, LEED Gold - Healthcare was achieved for the Dr. Bob Smith Health Center. The Carolyn and David Miller Campus Center on the SMU-in-Taos campus and Harold Clark Simmons Hall both received LEED Silver certification. The Robson & Lindley Aquatics Center is expected to receive LEED Gold certification.

CONCLUSION

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

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

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

For more information, contact:

