

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 the University’s ability to recruit, appoint, promote, and retain a distinguished, gifted, and diverse faculty.

There was striking success and University-wide progress in terms of the national stature of awards won by faculty. Awards include the election of Professor Caroline Brettell (Anthropology) to the American Academy of Arts and Sciences; two faculty named as Guggenheim Fellows (Religious Studies Professor Mark Chancey, and the Emily Rich Summers Professor in Art History, Adam Herring); two faculty winning National Endowment for the Humanities Fellowships (Professor Sabri Ates, History, and Professor Zachary Wallmark, Music History); and one being named a Fulbright Scholar (Professor Jeffrey Kahn, Law).

The Provost’s Office has refocused the super merit raise pool funds from a fund that gave additional raises to more than 150 faculty members in 2015–16 to one that primarily targets additional salary to the following: (1) current faculty members at all professorial ranks who are at risk of being recruited by other universities, (2) current assistant and associate professors who are considered rising stars on the basis of their research and creative activities, (3) current faculty members who are women and/or members of under-represented racial groups and to insure their salaries are market competitive with those of other faculty members performing at a comparable level, and (4) outstanding faculty members at other universities who have strong national and international reputations and may be candidates for faculty positions at SMU. SMU is already realizing the benefits of this change. For example, a senior faculty member was retained this year despite a job offer from an Ivy League university.

- Increase the number of substantially funded endowed chairs and professorships (currently at 116) to 160 by 2025, to comprise one-third of our tenured and tenure-track faculty.

During *SMU Unbridled: The Second Century Campaign*, SMU donors added 54 new endowed faculty positions, raising the number of substantially funded endowed chairs to 116. Since the campaign's conclusion, 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 developing new marketing and messaging strategies.

The number of applications to the Dedman School of Law for the 2016 entering class increased almost 8%, surpassing the national average for increase in applications of less than 2%.

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, the Office of Admission is identifying additional partnership opportunities including St. Luke's United Methodist Church for its Higher Education Initiative and Garland and Irving ISDs for special visit programs. The Dedman College Scholars Program, now in its seventh year, currently awards scholarships to 54 Dedman College undergraduate students including 19 from the fall 2016 entering class. Diversity percentages from 2011 to the present for the Dedman Scholars range from 40% to 58%. The Lyle School secured private funding of over \$300,000 for scholarships and the Perkins School raised more than 10 additional three-year scholarships to recruit academically and creatively gifted students from diverse backgrounds. The Simmons School increased the number of diverse students through partnerships with local nonprofit organizations (Teach For America, Teaching Trust, and Uplift Education).

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

SMU Alumni Volunteers, working with the Office of Admission, personally contacted the 1,500 highest-ranked accepted applicants to encourage their enrollment, resulting in a 19% yield, a notable result among the highest-ranked applicants.

- 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'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-year graduation rate for first-year students entering fall 2012 was 67.6%, 3.3 percentage points below the previous year, the six-year graduation rate for first-year students entering fall 2010 was essentially unchanged at 78.8%, a decrease of 0.1 points.

The 71% four-year graduation rate for the fall 2011 entering cohort was an exceptionally strong one, three or four percentage points higher than the corresponding figure for the five previous cohorts. A rebound in the four-year graduation rate seems likely. The fall 2012 entering cohort was the first class on the University Curriculum. Adjustments were made through the first few years to minimize difficulties, but the beneficial impact of such changes may have had greater impact with subsequent classes. The fall 2013, 2014, and 2015 entering cohorts have each exhibited retention rates surpassing that of the fall 2012 cohort for eight of the nine possible points of comparison. These three most recent cohorts have even surpassed the fall 2011 cohort on three of the nine points of comparison.

- 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.

By fall 2016, the graduate admission operations for Dedman College, the Lyle School, the Simmons School, and part of the Meadows School were consolidated into a central admissions processing unit. Work continues for other schools with the Perkins School and more of the Meadows School joining the central processing of applications. (The Dedman School of Law will need to remain separate given the distinctiveness of the law school admissions process.) The Cox School will retain processing in the school but shift to the same software, facilitating University-wide admissions reporting.

As mentioned, applications to the Dedman School of Law for the 2016 class increased almost 8%, outpacing the national average increase of less than 2%. Graduate applications for the Lyle School rose over the prior year by almost 7% for fall 2017, but declined by 20% in Dedman College. For Dedman College, three-quarters of the overall decline was among international applicants. This will be discussed in greater detail in Goal Five, Objective Three.

Starting in fall 2016 the Office of Graduate Studies developed a campus-wide graduate student professional development workshop program, bringing together the Center for Teaching Excellence, English as a Second Language Program, Office of National Fellowships and Awards, and the Central University Libraries to lead workshops targeted specifically at graduate students. These programs are of interest to prospective students since they focus both on success in graduate programs at SMU, and on careers after graduation.

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

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

In 2016-17, 402 new transfer students entered SMU (288 in fall term and 114 in spring term), a decrease of 15 students from the year before and one student from two years prior.

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

In 2016-17, minority students made up 35% of the new transfers, contrasted with 34% of the 2015-16 transfers and 36% of the 2014-15 transfers. Initial data

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.

- 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 Foods Texas-Mexico Center, AT&T Center for Virtualization, the Brierley 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 donor base. 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 on 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 J. 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 Related Educational Programs. This program is located at the SMU-in-Plano campus.

During the next academic year SMU will undertake the evaluation of the future role of SMU-in-Plano.

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

Exploration is underway regarding the possibility and feasibility of moving SMU Guildhall into the new Ford Research Center building. Indicative of prospects for greater Guildhall integration with the main campus is this project: Dedman College biochemistry professors and the deputy director of research at Guildhall are leading an assault on cancer in partnership with fans of the best-selling video game “Minecraft.” The use of crowdsourced computing in addition to high-performance computing allows sorting through millions of compounds that have the potential to treat cancer.

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

SMU-in-Taos has hired a Director of Operations so that the William P. Clements, Jr. Endowed Executive Director of SMU-in-Taos, a tenured Associate

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 greenhouse with the Hunt Institute in the Lyle School to educate students on local food production as well as provide fresh food for the dining hall.

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

To support the expansion of SMU's capabilities for online education, CTE created a training course for faculty to learn online pedagogy. During 2016–17, 17 SMU faculty completed this training and were certified to teach online.

Dedman College is strategically developing online courses where there is student demand and the opportunity to grow enrollment, developing online courses for the first two semesters of six languages (French, Chinese, German, Italian, Latin, and Spanish). Two of the three courses, offered in summer 2017 at summer tuition rates, filled quickly, requiring additional sections. Even so, some student demand remained unmet. Across the three courses and five sections in the inaugural offerings, 52 students took language courses online. The remaining

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

Two instructional designers have been employed by CTE to assist faculty in course development, deployment, and evaluation, particularly online. Last year, as noted, these instructional designers trained 17 SMU faculty who were certified to teach online. Also noted for last year, CTE awarded small grants to 19 SMU faculty to promote teaching improvements in line with best practices for online education.

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

During the last academic year, 30% of full-time SMU faculty attended CTE programming or utilized services.

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

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

Several new interdisciplinary programs have been created this year, including M.S. Engineering/MBA program (Lyle School and Cox School), M.S. in Engineering Entrepreneurship (Lyle School and Cox School), M.S. in Health Promotion Management (Simmons School and Cox School), Concentration in

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

Dedman College now offers Digital Humanities Course Development Grants for tenured/tenure-track faculty. Several new courses in digital history have been developed to emphasize how digital research skills, geographic information system analysis, data visualizations, data mining, and other computer-powered methods are changing the way we access information about society.

The Simmons School has supported the interdisciplinary work of the Caruth Institute for Engineering Education in the Lyle School by securing a Texas Instruments Foundation STEM grant to develop a three-year program supporting interdisciplinary courses for over 200 Dallas ISD teachers.

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

Work will begin on this during 2017–18 with the deans and faculty as discussed previously at Goal One, Objective One.

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

- 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. in 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.

- 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 Larenda 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.

New innovative professional master's degree programs have been developed as discussed for Goal Two, Objective Two. In addition to those, the recent M.S. in Applied Statistics and Data Analytics degree from the Department of Statistical Science prepares students with the statistical foundation and critical thinking skills to tackle the problems of today and the problems of tomorrow that have yet to take shape. The M.S. in Applied Economics and Predictive Analytics is a recent degree program offered by the Department of Economics. Predictive Analytics is the process of building models that predict consumer behaviors under different circumstances and that help customize product offerings to better suit the tastes and preferences of consumers. The Cox School has added Online Graduate Marketing, Consultative Selling, Digital Strategy, and Corporate Compliance certificate programs.

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

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

SMU faculty and students are engaged with the city, region, state, nation, and world as befits an institution seeking to shape world changers. Discussion of this can also be found at Goal Four, Objectives Three and Five, and Goal Five.

The Dedman School of Law's corporate counsel externship program is serving as a national model. Some students chose to attend law school at SMU because of that program. Enrollment has increased from 30 students at the inception in fall 2013 to 53 in fall 2016. For fall 2017, 70 students will participate.

- 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 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 One: Encourage widespread development of campus-wide interdisciplinary research projects and programs for graduate and undergraduate students and faculty.

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

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

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 addressing global challenges.

New interdisciplinary graduate programs have been discussed with Goal Two, Objective Two. Previously discussed programs of the Dedman College Interdisciplinary Institute also support attainment of this objective, bringing faculty from across various disciplines and schools together for discussion and debate, resulting in new interdisciplinary material being introduced into teaching and pursued in research. The Office of the Provost hosted interdisciplinary workshops on advancing entrepreneurship, and identifying research opportunities with the University of Texas Southwestern Medical Center (UTSW) and L-3 Technologies.

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

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

SMU researchers were awarded \$21.7 million in externally funded grants and contracts in academic year 2016–17, down from \$32 million in previous years. This significant decrease in external funding reflects the close of a \$4.5 million per-year U.S. Air Force funded project in STEM education coupled with a decrease in funding from federal agencies operating under the budgetary constraints of a prolonged continuing resolution.

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.

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

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.

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

SMU partners with the UTSW in significant ways: SMU and UTSW deliver a joint Ph.D. program in BioStatistics and more than a dozen SMU faculty members have active scholarly projects with UTSW colleagues.

The chief academic officers and about ten faculty from each institution held an all-day retreat in January 2017 to discuss themes and means for greater collaboration between SMU and UTSW. Plans are under consideration to align each institution's complementary resources (e.g., UTSW's basic life science and biomedical science research, clinical facilities, incubation of science and medical start-up companies and SMU's high performance computing, engineering, mathematics, statistics, law, and social science programs).

SMU also has a significant partnership with the Federal Reserve Bank of Dallas (Dallas Fed). Several faculty members of the SMU Economics department engage in collaborative research and co-author scientific papers with economists at the Research Division of the Dallas Fed. Some of SMU's senior economists formally hold or have held a research associate position at the Dallas Fed and economists at the Fed have taught courses as Adjunct Faculty in SMU's Department of Economics. SMU is a contributing partner to the Federal Statistical Research Data Center, housed at the Dallas Fed, with advantages for SMU economists and Cox School faculty researchers.

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 regularly to explore interdisciplinarity in their fields. The group invited leading luminaries in the digital humanities, including representatives from new initiatives at MIT and Carnegie Mellon University, to visit campus to expose faculty and students to the varieties of digital practice.

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

Beginning in the fall of 2015, with annually recurring savings achieved through Operational Excellence and reinvested in academics, SMU has offered University Ph.D. Fellowships to outstanding Ph.D. applicants. This fellowship is designed to help the University recruit and retain top candidates by offering up to \$10,000 a year on top of the departmental fellowships, making SMU's funding packages at or above the market stipend in most fields. Fall 2017 with 16 incoming Ph.D. Fellows will mark our largest incoming Ph.D. Fellow class and highest yield to date, with a 60% acceptance rate. With that incoming class, we will have 34 Ph.D. Fellows representing 17 different Ph.D. programs, including humanities, social sciences, and STEM fields.

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

In 2016–17, 42% of SMU Ph.D. students graduated within six years of matriculation. This 42% provides a baseline against which we can measure

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

Significant progress on Objective Six and the following five metrics will turn on elaboration and follow-up to the campus-wide discussions and decisions about SMU's further development as a research university. While various efforts are underway – for instance, the Simmons School partnered with SMU Guildhall to develop an app for adult literacy, and attempts are underway to develop a commercialization plan – progress on technology transfer will require additional dedicated resources for oversight and commercialization of University intellectual property.

- Develop an updated tech transfer program that is fully integrated with academic programs in the college and schools.
- Develop metrics to target specific numbers of applications, licensures, startups, *etc.*, each year.

- 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.

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

The Division of Student Affairs is committed to developing opportunities for students to become productive citizens and leaders through the creation of environments that are both supportive and challenging. These opportunities will contribute to the students' intellectual, spiritual, physical, social, cultural, moral, and emotional growth by engaging them with the widest range of persons inside and outside the University. 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 One: Enhance critical student life programs related to student performance, persistence, and retention.

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

Since 2001 the CONNECT Mentorship initiative offers a pre-fall term institute and peer mentoring for about 50 first-year students. This program develops relationships to facilitate retention of racial and ethnic minorities through a better understanding of the linkages between majors and careers as well as the availability of support resources. The program has posted strong retention rates:

Retention for Students in CONNECT

<i>Year</i>	<i>First to Second Semester</i>	<i>First to Second Year</i>
2014–15	100.0%	96.7%
2015–16	98.3%	88.7%
2016–17	100.0%	90.5%*

* Projected on the basis of students enrolled in classes for fall 2017. If students with holds on their accounts have the hold resolved and enroll for classes, retention will be above 93%.

The Rotunda Academic Scholars Program (formerly Mustang Bridge) has worked with 30-40 students in each class who are potentially academically at-risk, following each student from enrollment through graduation. Although focused on all students, the Rotunda Program has played a key role in the retention of students from underrepresented racial/ethnic backgrounds. First to second year retention rates have been 84.6% for the cohort entering fall 2016, 82.4% for the fall 2015 cohort, and 83.6% for the fall 2014 cohort.

To strengthen student retention, Rotunda addresses financial literacy; an earlier introduction to the world of work through company visits, internships, and volunteer opportunities; and a stronger connection to the SMU community. In its sixth year, the program emphasizes academic excellence, campus fit, service, and civic engagement.

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

Strong SMU support for veteran students has attracted recognition: *U.S. News & World Report* category in “2017 Best Colleges,” ranked SMU 32nd best national university for veterans. Support for veterans increased in fiscal year 2017, as the

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 councils have as many as 40 active participants in leadership roles. The Peer Leader programs offer leadership opportunities in specific functional areas and work closely with RLSH staff and their Faculty in Residence.

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

Faculty in Residence (FiR) in the Residential Commons, supported by Residence Life and Student Housing (RLSH) staff, provide formal and informal opportunities for students that encourage personal growth and success, promote civic engagement and diversity, and build community. Student leaders, FiRs, and RLSH staff combined last academic year to produce more than 640 programs and events designed to foster these outcomes, with attendance ranging from small groups of five to more than 250 participants. FiRs hold weekly “traditions” to encourage community development and faculty-student interaction. In addition to more formal programs, informal discussions between students and FiRs provide rich opportunities for student growth. Ongoing

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 engagement in co-curricular activities beyond traditional coursework in each Residential Commons.

More than 640 programs encouraging faculty and student engagement have been mentioned. Numerous examples exist, including: Three Peer Dialogue Leaders served in the Residential Commons to coordinate programming related to civic engagement, community, diversity, and inclusion; a RLSH committee, Diversity Equity Access Leaders, assessed diversity needs in the Residential Commons, hosting movie screenings and discussions for campus; the Residential

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.

The Hart Center for Engineering Leadership in the Lyle School has also published online its wide-ranging Leadership Field Guides for undergraduate and graduate students, outlining leadership opportunities across campus <https://www.smu.edu/Lyle/Centers/HartCenter/Resources>.

- 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 presenters, and nine community presenters. Six proposals with 10 student participants were selected as Caswell Leadership Projects to enhance leadership in student organizations.

The Perkins School provides internships that prepare students for faithful leadership in Christian ministry, and are required for some degree programs. In 2016–17 66 master’s students worked in such a supervised nine-month internship. The previous year 66 did so. The Master of Sacred Music Program has mentorships in which students take a part-time church position, ideally for the duration of their studies. Eight students had such mentorships in 2016–17, 10 had one the year before. In addition, the Cooper-McElvaney Peace and Justice Fellowship provides each year an exceptional undergraduate or graduate the opportunity to develop leadership skills with cultural competence through a 200-hour service-based learning project.

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.

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

SMU conducts a University-wide survey at the time of graduation for all graduating students except the Dedman School of Law school graduates, who are surveyed separately 10 months after graduation in compliance with American Bar Association standards. Of the undergraduates receiving a degree in 2016–17, 72% were employed or pursuing graduate studies, up from 68% in the prior year. Of the graduate (non-law) degree recipients, 69% were employed or pursuing further graduate studies, the same percentage as in the prior year. The latest data for Dedman School of Law graduates pertain to the Class of 2016 and reveal that 88% were employed (down from 91% in the prior year). Of the employed law school graduates, initial data shows 66% were employed in a law firm, 19% in business or other industry, and 15% in some other area. Figures for the prior year were 60%, 17%, and 14%, respectively.

- Increase the internship and career opportunities for undergraduates across the curriculum through SMU Abroad, the Cities Initiative, Faith and Learning Scholars, and other interdisciplinary programs.

The Faith and Learning Scholars program challenged 20 students to think of their careers vocationally as a calling from God – to serve the common good through their particular academic majors, personal talents and skills. The program averaged 11 contact hours per student.

SMU Abroad continues to expand its internship offerings with programs in Dublin, London, Sydney, and Seville. The number of students participating in internships abroad has increased substantially from 53 in 2013 to 122 in 2017.

The Cox School requires internships for marketing majors, and internships are a defacto requirement for most other business school majors. Of the 2017 B.B.A.

graduates, 87% had worked an internship, 65% had worked 2 or more, and a few completed seven different internships before graduating. During the 2015–16 year, 830 employers posted 1,737 internship opportunities open to Cox School undergraduate business majors, a 4% increase in the number of employers compared to the previous year, when 798 employers posted 1,940 internships. Over the past three years, the number of internships posted has more than doubled and the number of unique employers posting has increased by 85%.

At the graduate level, 100% of Cox School full-time MBA students had an internship in the summer before the second year in the program. During the 2015-16 year, 196 employers posted 355 internship opportunities for Cox School MBAs, an increase over the previous year of 20% in internships and 13% in employers.

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

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

- Maintain satisfactory NCAA Academic Progress Rate (APR) standards with all eligible programs posting a multiyear score of 950 or better.

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

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 sport (men's and women's swimming and diving, men's tennis, cross country, women's soccer, track and field and volleyball). On a single-year basis for this past year, eight of SMU's programs scored perfect 1,000s – men's and women's soccer, cross country, rowing, women's swimming and diving, women's tennis, volleyball and track and field.

- Win the most conference championships among member institutions.

Since the founding of the American Athletic Conference, SMU has won 12 AAC Championships in seven different sports – tying Tulsa and UConn for the most in the conference. In 2016–17, SMU won three AAC championships, trailing only Houston (4), who won three titles in sports in which SMU does not compete.

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

In the 2016–17 rankings for the National Association of Collegiate Directors of Athletics (NACDA) Directors' Cup, SMU finished 108th after ranking 88th at the conclusion of both the 2014–15 and 2015–16 seasons. These rankings are driven by participation and advancement in the NCAA postseason. Recent and upcoming facility investments for both men and women's teams in tennis, golf, and swimming and diving should result in consistent placement in the NCAA championships. Coaching changes and resource enhancement in other sports

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 Excellence Funds. Of that total, \$5.2 million was designated to the Mustang Club, the third-highest amount on record; the three most successful years for the Mustang Club have each occurred after fiscal year 2015.

- Increase ticket sales and average home attendance for football and women's basketball, and sustain ticket sales and average home attendance for men's basketball. Current (2015 – 2016) season ticket sales and average home attendance for football are 9,158 and 20,992, respectively; women's basketball are 117 and 897; and men's basketball are 4,971 and 6,907. By 2020 for football, realize 12,500 season ticket sales and 25,000 average home attendance, and for women's basketball 250 and 1,250. By 2025 for football, reach 15,000

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 center, is underway. Securing commitments to complete the funding of the Tennis Complex, Aquatics Center, and Golf Complex remain priorities.

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

- 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.

Efforts have begun to embark on a new Cultural Intelligence effort. The program will be developed and piloted over the next academic year, assessed and evaluated to shape broader implementation in 2018–19. Cultural

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.

University leaders hosted six meetings with African-American undergraduate student leaders as well as two meetings with African-American alumni encouraging discussion and efforts toward campus diversity.

Six REAL Talk sessions enabled 185 students and members of the SMU community to discuss current events and their impact on diversity, equality, and social justice. Campus units partnered to host a REAL Talk discussing immigration issues with 90 participants.

Cultural heritage months celebrated African-American, Asian, and Latino communities. Student organizations implemented new programs such as the Asian-American Gala celebrating the 20-year anniversary of Asian Council. About 1,500 participants took part in 19 heritage month events. In addition, the Black Excellence Ball hosted by the Association of Black Students and the Black Alumni at SMU brought together 126 attendees.

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

International Student and Scholar Services (ISSS) mounted more than 40 programs with over 500 participants during 2016–17. Program goals included mentoring leaders, developing community ties, and helping new students transition to SMU and the Dallas community. ISSS plays a supporting role in the International AARO, which had over 90 participants in 2016. Welcoming events, along with a tour of Dallas and opportunities to attend sporting events in Dallas, help bring international students into the SMU, Dallas, and North Texas

communities. International Week, the second week in November, highlights and celebrates the international members of SMU. New programs in 2016 included a family-welcome session, meetings on work opportunities, a learning-with-leaders round table, and a systematic group celebration of international student birthdays.

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

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

Professor Dixon Hall, senior advisor for Campus Cultural Intelligence Initiatives, has spent the summer of 2017 working with various committees she has created to develop the modules for the cultural intelligence program, the first stages of which will be developed and piloted during the current academic year.

In spring 2017, Human Rights 1101: Foundations of Community, Diversity, and Inclusion, was piloted in several sections with over 100 total students building on the diversity education students receive through Mustang Corral, and in the initial Personal Responsibility and Wellness class. The experience with these pilot sections will inform deliberations by the Task Force on General Education regarding possible changes in the general education curriculum, and by others concerning the cultural intelligence initiative.

The Simmons School continues the commitment to place student teachers in high-needs, public urban districts that serve students in diverse cultural, racial, and socioeconomic groups; host service learning courses that place students as tutors in Vickery Meadows with a high concentration of refugee students and

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 Kwasei 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 institutes through the exchange of students and scholars.

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

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

During the next academic year a committee of appropriate University representatives, chaired by Associate Provost Julie Forrester, will develop a University-wide plan for undergraduate study abroad.

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

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 students in Germany, Denmark, China, Hong Kong and Australia. The Cox School has nearly 700 total full-time graduate students.

The Simmons School continued to support cohorts of up to 15 graduate students for summer study abroad in Guatemala through a federally funded professional development grant. The Simmons School continues to increase global engagement projects through the following international study abroad opportunities for graduate students: Dispute Resolution students in Geneva, Sarajevo, Dubrovnik, Rwanda, and Greece; Master's in Higher Education students in Europe; and Counseling students in Australia.

The Perkins Global Theological Education Program prepares Christian leaders for culturally complex churches and communities through a combination of Cultural Intelligence and cross-cultural experience. In fiscal year 2016 and fiscal year 2017, 87 and 72 participants, respectively, engaged in at least one of eight immersions in China, Cuba, El Salvador, Palestine Israel, South Africa, and the Vatican. More than 70% of the participants were graduate students, with faculty and staff making up the remainder.

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 academically and creatively talented international students.

No significant progress to report.

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

University leaders and faculty continue to reach out globally to connect with prospective students and alumni. For example, the Dedman School of Law dean visited Hong Kong, Taipei, Shanghai and Tokyo in May 2017 to meet with prospective students and alumni from all academic units, and also met with representatives from four universities in Asia.

- 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 15% by 2025, with undergraduate international students at a minimum of 7% of undergraduates.

In fall 2016 the total international student enrollment at SMU was 14.6%, up from 14.2% in fall 2015. International undergraduate students made up 8.2%, above the 7% minimum. In the future, the political climate surrounding international student visas and immigration could affect SMU's ability to increase the enrollment of international students.

- Enhance orientation and other support services for international students.

Support for international students has also been discussed in Goal Four, Objective Seven.

In 2015 the International Student and Scholar Services (ISSS) began work with the schools to develop and mount a graduate student orientation program to help incoming graduate students. Over 250 incoming graduate students participated in 2016–17, and more of these orientation sessions were planned for summer 2017 to match the student demand.

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 to all University leaders.

GOAL SIX OBJECTIVES

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

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

To improve the efficiency and effectiveness of administrative functions, currently there are 10 initiatives underway through the Office of Operational Excellence, in addition to seven implemented during the Operational Excellence for the Second Century Project (OE2C). Metrics, posted on the Operational Excellence website (<http://blog.smu.edu/opex/>), have been developed for each initiative to measure service delivery, cost savings, and efficiency improvements, as appropriate. A financial tracker on the website outlines the administrative cost savings, along with the related academic uses of such funds.

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

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

During the annual budget-planning process the president, provost, deans, and vice presidents review historical budgets and spending proposals. The discussions and items funded reflect the priorities of the University set forth in the Strategic Plan.

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

SMU has made significant progress in limiting the growth in unrestricted staff positions since Organizational Design and shared services efforts were completed in 2015. In fiscal 2017, there were 1,387 total unrestricted staff positions, and 1,385 in fiscal 2016. New positions have supported strategic priorities. Business and Finance has revised the staff position management process so that review of new positions includes those funded from both unrestricted and restricted resources.

- Evaluate the percentages of the budgetary increases that support academic and administrative functions to ensure that emphasis remains on the academic mission.

In fiscal year 2017, 85% of the \$17.1 million increase in unrestricted revenues went to academics, compared to 73% of \$20 million in fiscal year 2016.

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 campaign, leading to new and larger future gifts; grow the number of \$1 million donors to SMU from the current 155 to 200 by 2025.

Major-gifts fundraising efforts this past year involved Dr. Bob Smith Health Center, Athletics facilities master plan, the Brierley Institute for Customer Engagement in the Cox School, AT&T Center for Virtualization in the Lyle School, Owen Arts Center renovations in the Meadows School, the Dedman School of Law classroom building, and others.

DEA reorganized the Donor Relations unit to place a larger emphasis on top-level donors and has begun developing specific stewardship plans for \$20 million+ lifetime donors.

Organizational realignment within DEA in fiscal year 2017, included an expanded, centrally-based major gifts team and focused principal gifts effort, to support broad cultivation of engaged relationships and solicitations that will increase the number of \$1 million donors. Also, DEA modified the previous campaign newsletter into a new communication vehicle targeted at donors and prospects of major gifts. Named *Shaping SMU*, it includes examples of donor impact, funding opportunities, and University news.

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

Planned giving support increased in fiscal year 2017, with more than \$21 million committed in new deferred gift expectancies, and more than \$4 million received in matured gifts. In fiscal year 2016, the value of new deferred gift expectancies exceeded \$13 million and matured expectancies exceeded \$2 million.

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

During *SMU Unbridled: The Second Century Campaign*, SMU donors gave annually to hundreds of scholarships and added 689 endowed scholarships, greatly exceeding the original campaign goal of creating 500 endowed scholarships. This record-breaking result raised the number of substantially endowed scholarships at SMU to 3,242. Nine more were added at the end of fiscal year 2016 after *SMU Unbridled: The Second Century Campaign* concluded. The momentum continued during fiscal year 2017 with another 146 endowed scholarships added. Also in fiscal year 2017, many donors contributed to existing school-based merit scholars and leadership funds, as well as graduate scholarships. Total giving for scholarships during fiscal year 2017 was \$20,743,904, including \$10,288,403 for current-use scholarships and \$10,455,501 for endowed scholarships.

During *SMU Unbridled: The Second Century Campaign*, SMU donors added 54 new endowed faculty positions, increasing the number to 116. Since the campaign's conclusion, four commitments, detailed in Goal One, Objective One in this report, have further increased the number of substantially endowed faculty positions to 120.

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

Nearly 500 alumni volunteers have engaged in fundraising initiatives during fiscal year 2017, 100 more than in the previous year but slightly below figures for other recent campaign years. Overall in fiscal year 2017, 1,923 alumni volunteered to participate in fundraising efforts, as well as admission volunteers, or career volunteers, committee and board service (across campus), and alumni chapters leadership. This is compared to 1,761 such alumni volunteers in the previous year.

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

In “2017 Best Colleges” by the *U.S. News & World Report*, among 220 institutions classified as national universities, SMU ranked in the first tier of institutions at 56, up from 61 a year ago. In Texas, only Rice University ranked higher. SMU and the University of Texas-Austin were tied. Among private national universities, SMU ranked 39th.

The Center for World University Rankings once again placed SMU among the top 15% of 1,000 universities worldwide.

*The Princeton Review*TM named SMU’s Guildhall program as number 1 in the world for its graduate program in game design.

Bloomberg *Businessweek* ranked the Cox School of Business 31st overall in the nation for its full-time MBA program.

The Dedman School of Law ranked 46th among 197 accredited law schools, according to *U.S. News & World Report*’s “2018 Best Law Schools” (ranked in 2017).

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

TIME and *Travel and Leisure* magazines named SMU the most beautiful college campus in Texas.

- 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.

Public Affairs grew its total social media followers on its flagship Facebook, LinkedIn, Twitter and Instagram accounts to more than 196,400, up 13% from the end of fiscal year 2016. Instagram followers grew 48%, LinkedIn followers 14%, Twitter followers 12% and Facebook fans 7%. SMU’s growth in followers outpaced peer and aspirant institutions Lehigh, Rice, TCU, Brandeis, American,

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 1,863 placements in local, national and 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.

- Outperform policy benchmarks while managing risk.

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

12.0% outperforming SMU's long-term absolute-return goal of 7.5%. These results were also ahead of SMU's modified policy benchmark return of 11.1% (private equity returns lagged by one quarter).

Returns were primarily driven by rising global equity markets and all asset classes generated positive performance during the fiscal year.

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

In terms of fiscal year 2016 endowment market value, SMU ranked 68th among U.S. and Canadian institutions. SMU aspires to achieve best-in-class returns relative to other university endowments. As of June 30, 2017, SMU's one-year return was 13.7% versus the median return of 12.9% for the Cambridge Associates Universe of endowments greater than \$1 billion.

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

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

The Sustainability Committee has been reconvened and reconstituted in 2017 to lead the effort to engage students, faculty, and staff in sustainability efforts for the benefit of SMU and the environment.

- Continue to seek appropriate LEED designations on all new construction and renovations.

The Office of Facilities Planning and Management continues to pursue LEED certification on new construction and, when feasible, renovations. In fiscal year

2017, LEED Gold - Healthcare was achieved for the Dr. Bob Smith Health Center. 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.”

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

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