

LAUNCHING SMU'S SECOND CENTURY

Shaping Leaders for a Changing World



2016-2025 STRATEGIC PLAN

World Changers Shaped Here



SMU

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THE MISSION OF SOUTHERN METHODIST UNIVERSITY



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

A MESSAGE FROM THE PRESIDENT



Southern Methodist University is pleased to present its strategic plan for 2016–2025: *Launching SMU's Second Century*. Like the preceding two five-year plans (1996–2000 and 2001–2005) and the 10-year plan (2006–2015), it is grounded in the vision and values embodied in the *Master Plan of 1963*. Through these plans, we continue to link our institutional heritage with the opportunities available to the University today and in the future.

The goals and supporting objectives of the previous three plans have helped bring focus and consistency to SMU's development as one of the leading universities in the nation. To enhance the fundamental strengths of the University – faculty, staff, students, and the resources for instruction, research, and service – SMU has implemented many major advances during the past 20 years, led by its strategic plans. These plans guided two major gift campaigns, The Campaign for SMU: A Time to Lead (1997–2002) and SMU Unbridled: The Second Century Campaign (2008–2015). These campaigns provided crucial enhancements to the entire campus, including new buildings and endowments for scholarships, academic programs, faculty positions, and the campus experience. These fundraising successes also have generated great momentum for SMU's distinction as a national institution growing in quality and impact.

We are dedicated to providing our students with the opportunity to become society's innovators, leaders, and informed citizens, as noted in our commitment: World Changers Shaped Here. In addition, resources for faculty for scholarly and creative contributions to society provide the foundation for the continued development of the University. It is in support of these goals that we share *Launching SMU's Second Century*.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Gerald Turner". The signature is fluid and cursive, with the first name "R." and last name "Turner" clearly visible.

R. Gerald Turner
President

EXECUTIVE SUMMARY



SMU is committed to the continued improvement of its programs to serve outstanding students and to rise among leading educational institutions in the United States. Building on its current strengths, SMU will continue to respond to the evolving needs of its constituencies within the Metroplex and beyond, with an impact that transcends borders in our global society. As shown by the success of The Campaign for SMU: A Time to Lead and SMU Unbridled: The Second Century Campaign, the University's constituent groups are strongly committed to providing the financial and personal support needed for SMU to achieve its goals.

SMU has at its core the liberal arts and sciences surrounded by a constellation of professional schools. The fundamental focus of *Launching SMU's Second Century* is enhancement of the quality of the University's faculty, students, and academic programs. To support the six goals of *Launching SMU's Second Century*, SMU must:

- Enhance all major components of academic quality to strengthen SMU's stature in the higher education community.
- Build upon the tradition of inspired teaching as it promotes engaged and interdisciplinary learning.
- Strengthen capabilities to conduct research and promote creative achievement.
- Enhance the quality of life for students and their social and moral development, citizenship, and leadership as potential world changers.
- Broaden global perspectives in the University's academic and student life programs.
- Provide effective financial stewardship.

The University seeks to achieve its goals within a challenging, diverse environment characterized by increased competition for outstanding faculty, staff, and students. Progress toward SMU's goals will require the judicious use of existing human and financial resources through faculty and staff development programs, more efficient administrative procedures, improved student retention, and careful review of financial models. Full achievement of these goals, however, will be possible only with the continued commitment and support of the University's alumni and friends. Working together, we can achieve our goal of growth in national and international distinction, building upon SMU's heritage.

INTRODUCTION



Since 1996 SMU has been guided by three strategic plans that have reshaped the academic and physical landscape of the University. These plans have led to development of the *Campus Master Plan* (1997–2015) and the enhancements made possible by two highly successful major gift campaigns: The Campaign for SMU: A Time to Lead (1997–2002), which raised \$542 million for operations, capital projects, and endowments, followed by SMU Unbridled: The Second Century Campaign (2008–2015), which raised more than \$1 billion for scholarships, faculty and academic excellence, and the campus experience.

It is now time to present the next phase of strategic planning. *Launching SMU's Second Century*, the strategic plan for 2016–2025, will guide the University's advancement for the next 10 years.

As it enters the decade encompassed by *Launching SMU's Second Century*, the University enjoys unprecedented opportunities to continue to elevate its quality as well as its national and global visibility. The University's administration and community now face the daunting challenge of determining those areas of the institution where significant attention and support could bring the greatest dividends to support its aspirations.

As SMU looks to the future with *Launching SMU's Second Century*, the University builds upon and reaffirms the principles and values expressed in the *Master Plan of 1963*, which was inspired by the Methodist tradition in higher education, emphasizing education of the whole individual for informed citizenship as well as for success in the professions. In an era of rapid information flow and increasingly complex issues, it will be more necessary than ever to educate students who can think and act within the context of broad-based perspectives, humane values, and ethical considerations. As the *Master Plan of 1963* states in part:

The University must “educate men and women who can think and express their thinking with logic and effect; who know their own tradition in the perspective of other ages, ideas, and values and who can understand the problems, issues, and challenges of their society and time; who can do something of significance in and with their lives; and who realize the nature of being and are prepared to probe the ultimate questions of life and to relate their own humanity, sense of self, and deepest aspirations to those of others in a creative, constructive way; it is thus the aim of this University to encourage in its students both natural individuality and the development of the whole person.”

In *Launching SMU's Second Century*, the first five goals of earlier plans continue to articulate and support the primary aspirations of the University. The sixth goal, arising from the Operational Excellence for the Second Century (OE2C) project, focuses on the proper and effective stewardship of resources and investment in the academic enterprise.

As expressed in the 2001–2005 Strategic Plan, Goal One – to enhance the academic quality and stature of the University – remains the “overarching goal toward which all others are directed.” Its achievement inevitably involves advancements in teaching, research, creative achievement, and student development. Accordingly, we must have as our stated focus strengthening the University through distinguished faculty appointments, greater support for current faculty, the recruitment and admission of academically gifted and diverse undergraduate and graduate students, and the development and enrichment of strategically important academic programs.

An important element of academic development will continue to be technology. Universities now offer innovative curricula to students throughout the world through advances in digital media, and SMU must increase an already robust presence in this marketplace. The changing competitive environment offers universities the prospect to reach out to new markets that were previously inaccessible. Many commercial organizations are seeking to enter the higher education market, particularly at the graduate level. These organizations often promise an alternative and often faster means of learning that may attract students seeking a different educational venue. The emergence of alternative learning opportunities requires that residential universities and colleges be able to articulate the value added by the campus experience, one which at SMU will continue to include personal attention, mentoring by faculty, and opportunities for hands-on learning.

Even as they enjoy the benefits of a traditional campus setting, our students expect strong and nimble technical support as an essential component of a high-quality education. The growing demand for digital resources provides both challenges and opportunities. Research advances in the academic disciplines not only are pushing the frontiers of knowledge, but also are putting new pressures on the institution's ability to provide the necessary support. Thus, continuously seeking to improve our teaching and research through technology is a key step in reinforcing and deepening the University's academic quality. *Launching SMU's Second Century* is focused on advancing our academic quality not only by supporting our traditional strengths, but also by developing innovative programs supported by new resources in advanced computing.

Innovation and technology also must support opportunities for crossing disciplinary boundaries in teaching and research. Today's challenges, and certainly those of the future, require that perspectives and expertise from several disciplines converge in new ways to provide solutions to complex issues. Our graduates must be able to navigate and leverage the intersection of the sciences and business, for example, at the same time that they understand the role of the humanities, the arts, and ethical considerations, forming a holistic approach to advancing society. And our faculty must reflect this approach in their research and creative achievement.

SMU must take additional steps to prosper in this new era. Our students not only must acquire state-of-the-art knowledge in their disciplines, but also broaden their global perspectives and foreign language skills. Curricula, programs, and other initiatives must recognize and act upon the wide range of societal influences that now shape our thinking. Therefore, SMU must continue to develop partnerships with organizations, both at home and globally, to extend and deepen our students' capabilities to succeed in diverse and emerging arenas.

One of the great strengths fueling SMU's growing prominence is its location in Dallas, a vibrant global city. A great city requires a great University, and SMU's rise in distinction is assisting the region's commercial enterprises, cultural organizations, and educational institutions in solidifying their positions in the world community. To meet specific needs presented by the critical partnership between SMU and Dallas, the University must continue to strengthen its foundation in the liberal arts as well as improve its professional schools and other academic centers.

As with SMU's previous strategic plans, *Launching SMU's Second Century* is intended to be flexible in its goals, objectives, and specific actions on a year-to-year basis. This flexibility aims to respond to the ever-changing conditions, circumstances, and opportunities that SMU will encounter over the next 10 years. This plan represents our continuing efforts to chart with discernment and wisdom the University's course in support of its academic goals and purposes, in light of its competitive situation, and in relation to its current and potential resources. With *Launching SMU's Second Century*, the University continues a process of strategic planning initiated in 1963 and rekindled in 1996, an ongoing process that reflects our highest aspirations.

THE HIGHER EDUCATION ENVIRONMENT



American institutions of higher education operate in a highly complex environment defined chiefly by five pressures: (1) the near certainty of modest growth in total college enrollments in the United States over the next decade, (2) a changing mix of students, (3) growing pressure on colleges and universities to reduce the rate at which they increase tuition and fees, (4) the rise of new pedagogical technologies, and (5) the probable emergence of corporation-funded education centers and higher education competitors. The University anticipates and will increasingly respond to these internal and external challenges as it continues its progress during the next decade.

DEMOGRAPHIC ENVIRONMENT

The National Center for Education Statistics has predicted only a modest increase in higher education enrollment between 2013 and 2024. Total enrollment in higher education will increase 13 percent over that period. Undergraduate enrollment will increase 12 percent and graduate enrollment 20 percent.

The growth in national undergraduate enrollment will be based on a small increase in the number of high school graduates, projected at 4 percent. Fortunately, SMU's primary market, Texas, will experience a larger increase in the number of high school graduates (12 percent) than the national average. Universities nationwide, however, are recognizing that Texas is one of the few areas of significant growth in high school graduates as well as population in general. Three of the 25 most populous metropolitan areas are in Texas, second only to five in California. As SMU's primary market, Texas will be critical to the University's ability to continue meeting increased goals for academic quality, enrollment, diversity, and revenue. Yet each year more and more colleges from outside Texas are recruiting heavily in SMU's home territory. In 2015 at least 34 out-of-state universities (both public and private) have admission recruiters based in Dallas/Fort Worth, 18 in Houston. These include private as well as flagship public universities that recruit heavily for the best students in Texas.

Texas is in the midst of a demographic transition with important consequences for higher education in the state. Nearly 99 percent of the net additions to the Texas population between 2015 and 2050 will be members of minority groups. As

a result, socioeconomic characteristics linked to minority status will create a new set of challenges for higher education in Texas. It is clear that a larger proportion of this growing segment of the population must be enrolled in college if Texas hopes to have an educated workforce.

In addition, SMU has been developing its ability to recruit, enroll, and retain transfer students. Increasingly, college-aged students are not necessarily following a traditional four-year degree path at a single university. Data from the National Student Clearinghouse Research Center in 2015 reveal that more than one-third of students attend more than one college before earning a degree. SMU's transfer student population significantly enhances the University's ethnic, socioeconomic, and international diversity. Admission practices and transfer credit policies as well as academic and student life opportunities must further embrace students who may not enter SMU as first-time, first-year students and ensure that they persist and graduate at levels similar to other students at the University.

Over the last decade, SMU has proven its ability to recruit, retain, and graduate minority students. Undergraduate minority enrollment in 2015 was 27 percent in total (11 percent Hispanic of any race, 7 percent Asian, 5 percent Black or African American, and 4 percent two or more races). Currently, the six-year graduation rate is approximately 79 percent for all students, 81 percent for Asian, 70 percent for African Americans, and 85 percent for Hispanics. Despite SMU's successes in the face of the challenges in minority recruitment and retention, more remains to be done. With these demographic trends, the capacity to recruit and graduate minorities will increase in importance during the implementation of *Launching SMU's Second Century*.

ECONOMIC ENVIRONMENT

During the past 45 years, tuition increases have significantly outpaced the rate of inflation. As technology expenses, personnel costs in technical and financial areas, and student expectations have increased significantly, higher education's rate of increase has mirrored that of the health care industry. The result has been an ongoing debate as to whether colleges and universities may have priced themselves toward the upper limits of what students and their families are willing and able to pay for higher education.

As tuition costs have risen, families and students have come to rely more heavily on loans to meet tuition charges, increasingly financing their education out of future earnings rather than accumulated savings. But their willingness to

incur indebtedness for the sake of higher education and the federal government's tolerance for such a practice are not unlimited, and rising loan debt levels are attracting increased public attention. In the face of these economic pressures, schools have increased the financial aid available to their students. At the same time, as the percentage of revenues devoted to financial aid increases, the pressure to contain costs or to reduce expenses in other areas also has grown.

Given these circumstances, two effects are predictable and likely to be dominant in the next several years. First, because growth in both college enrollments and tuition increases is expected to be modest, it can be anticipated that U.S. colleges and universities will become increasingly deliberate and systematic in their efforts to control costs, strategically allocate resources, and remain more alert to new ways to enhance revenues. Second, it can be expected that students and their families will become more skeptical of the value added to their lives from higher education. Therefore, the issue of academic quality will become even more crucial as successful institutions focus on cost containment and revenue enhancement.

COMPETITIVE ENVIRONMENT

To improve its competitiveness, SMU must continue to advance its standing among pre-eminent national universities through a number of indicators commonly used to rank schools by quality. It also must convey effectively the University's academic quality and value proposition to the public, in particular to prospective students, both undergraduate and graduate. It must increase the national and international recognition of its faculty and academic programs through research and creative achievement. It also must improve its selectivity in admission by increasing the size and quality of its applicant pool. Similarly, SMU must improve its retention and graduation rates across all student demographic cohorts. SMU stands above its state school competitors in both retention and graduation rates, and it compares well on this measure with most Texas private institutions. SMU's standing on selectivity, retention, and graduation rates, however, does not yet match benchmark schools outside its region, such as Duke, Emory, Vanderbilt, and the University of Southern California. Over the last decade, SMU's student body has increasingly come from throughout the nation and the world. The University competes more often with the leading private and public universities for the best students not just in Texas but also nationally and internationally. While SMU should maintain its regional appeal, particularly given the demographic growth in its primary market of Texas, the University must improve in selectivity, retention, and graduation

rates to increase its national and international reputation. This will support SMU's efforts to provide demonstrated value to the public and its graduates even as the national conversation grows critical of the cost of higher education.

Such indicators are themselves functions of several factors, most notably the quality of the education that an institution provides. The most crucial point about SMU's competitive position is that the institution is well-situated to enhance its educational quality, even in a period of financial constraint. As a mid-sized, private, comprehensive research university with a strong library system and advanced computing resources, SMU is able to provide a rich array of liberal arts and professional programs at the undergraduate and graduate levels. All of its constituent schools are in a position to maintain or to enhance their quality at regional, national, and, in some cases, international levels. SMU has a favorable faculty-student ratio (1:11), which enables faculty to give personal and individualized attention to students, beyond the capacity of most regional competitors. Its average class size (72 percent of undergraduate class sections have fewer than 25 students) does not leave its students lost in the crowd. Furthermore, SMU offers undergraduate students approximately 150 areas of study in Dedman College of Humanities and Sciences and four nationally ranked schools. Such breadth and quality encourage students to take advantage of and combine a multitude of opportunities to prepare themselves for success in the world after graduation – something SMU has gained a strong reputation for doing. The SMU faculty is committed to superior teaching and maintains an appropriate balance among its responsibilities of teaching, research, and service to the community, slighting none and contributing creatively to each.

SMU has all the advantages of its location in Dallas and the surrounding region, the fourth largest metropolitan area in the United States, with an economic outlook that continues to be one of the most promising in the country. Dallas offers a thriving cultural and economic life and presents significant out-of-classroom pedagogical opportunities, such as internships and service, as part of the collegiate experience. Also important is the fact that the University draws from its Methodist heritage a strong tradition of care for the personal, intellectual, and moral development of students and for the social and civic well-being of society.

In addition, the University is well-situated to respond fully to the striking current developments in the globalization of information and technology. SMU will continue to expand efforts to globalize its curriculum, both undergraduate and graduate, through the introduction of new courses and the revision of existing courses. The University Curriculum, begun in fall 2012, embraces the desire for all students to develop the intellectual and practical skills to make meaningful contri-

butions to the world. In addition, SMU is broadening international opportunities through foreign language offerings, study abroad (approximately 27 percent of SMU undergraduates engage in study abroad for course credit), and by increasing enrollment of international students (in 2014–2015 they made up approximately 7.1 percent of the undergraduate student body). The recruiting program for foreign undergraduates has increased enrollment from 98 students in 1990 to 309 in 2005 to 451 in 2014. Foreign students accounted for 6.8 percent of the fall 2015 entering first-year class and 14.2 percent of the entering transfer class. With regard to the emergence of the information age and a globalized society, SMU is ready to capitalize on its current position to enhance the University's educational quality and relative position among its peers.

SMU recently has made major investments in equipping the campus with sophisticated information systems and high-powered computing capacity; it is continuing to replace and to upgrade its information systems for instructional use, research computing, and administrative efficiency. In addition, the University continues to invest in emerging technologies that will allow students and faculty to access a vast array of information. Many of these digital resources will emanate not only from SMU's rich library collections, but also from organizations and universities throughout the world.

During the previous decade, SMU has made astonishing improvements in the academic quality of its undergraduate student body. This rise in academic profile provides the foundation for significant improvement in the quality of instruction and increased rates of retention and graduation. As the quality of students coming into the University continues to improve, SMU competes more often with top-50-ranked universities for fewer students who have the academic credentials for admission. Being able to compare favorably with those universities in academic quality, graduation rates, and placement statistics will be critical to SMU's ability to continue to thrive amidst heightened competition.

The goals and objectives established for 2016–2025 and the judicious management of related resources have set a course designed to ensure SMU's continued academic advancement in this challenging demographic, economic, and competitive environment.

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 the quality and diversity of our student profile is equally important. These elements will require additional endowments that enable SMU to make permanent progress.

GOAL ONE OBJECTIVES

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

OBJECTIVE TWO Enhance the University’s ability to recruit, retain, and graduate academically and creatively gifted undergraduate and graduate students from diverse backgrounds.

OBJECTIVE THREE Increase the number of students transferring to SMU by improving the effectiveness of the recruitment, admission, and enrollment processes, as well as removing any unnecessary barriers to transferring academic credits.

OBJECTIVE FOUR Attract and retain a competent, diverse, and professional staff to support efficiently the academic centers of teaching, learning, and research, along with staff in administrative units.

OBJECTIVE FIVE Invest strategically in instruction, research, and creative initiatives highlighting the following areas: Interdisciplinary Research; High-Performance Computing; Cities of the Future; Ethics and Human Development; and Innovation, Creativity, and Entrepreneurship.

OBJECTIVE SIX Strengthen the Meadows Museum and University library system by expanding collections and enhancing the digital research infrastructure.

OBJECTIVE SEVEN Continue to develop unique educational opportunities for the Plano and Taos campuses.

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 pedagogical advances. It also occurs by active faculty involvement 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, along with utilization of advanced technologies.

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

OBJECTIVE THREE Critically review programs to ensure excellence and alignment with the University's strategic objectives, while accommodating new educational ventures and providing procedures for discontinuance where appropriate.

OBJECTIVE FOUR Engage the community for lifelong learning through professional training and continuing education. 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.

OBJECTIVE FIVE Increase involvement of students in practical, field-based experiential learning on campus, in the local community, and around the world.

OBJECTIVE SIX Increase the number and range of courses that integrate ethics development into all majors of undergraduate and graduate students.

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



The mission of distinguished universities includes both sharing and creating knowledge. To enhance its standing among peer institutions, SMU must increase its support of basic and applied research, scholarship, and creative achievement through additional 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.

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.

OBJECTIVE THREE Enhance the capability of the High Performance Computing Center to support academic and administrative computing and to utilize it as a basis for faculty recruitment and research investment.

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.

OBJECTIVE FIVE Increase financial support of doctoral programs and graduate student fellowships to encourage research, including interdisciplinary research and creative achievement.

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

GOAL FOUR: TO SUSTAIN STUDENT DEVELOPMENT AND A 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, providing competitive opportunities at the highest NCAA level while achieving high graduation rates for student-athletes.

GOAL FOUR OBJECTIVES

OBJECTIVE ONE Enhance critical student life programs related to student performance, persistence, and retention.

OBJECTIVE TWO Assess annually the Residential Commons living/learning environment to ensure that it provides for personal growth, understanding of individual responsibility, and leadership opportunities.

OBJECTIVE THREE Expand and strengthen student leadership development opportunities both on and off campus.

OBJECTIVE FOUR Evaluate the need for on-campus housing on the East Campus for upper division and graduate students.

OBJECTIVE FIVE Expand and enhance career services supporting all students throughout the University, city, and country by increasing partnerships with businesses and cultural and charitable organizations for internships and job opportunities.

OBJECTIVE SIX Ensure academic success for student-athletes and strengthen intercollegiate sports programs to increase our national competitiveness.

OBJECTIVE SEVEN Among the faculty, staff, and students, increase awareness, understanding, and appreciation of the cultural, ethnic, and racial diversity of North Texas, and implement programs that will serve this objective.

OBJECTIVE EIGHT Evaluate options for providing enhanced child development services for faculty, staff, and students.

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 both the graduate and undergraduate levels.

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

OBJECTIVE THREE Increase the international representation of students and faculty through strategic program development.

OBJECTIVE FOUR Share research and best practices with metropolitan areas throughout the country and worldwide through interdisciplinary programs like the Cities Initiative in order to raise the visibility and reputation of SMU to the nation and the world.

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



To compete in higher education, 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 communication of final priorities and decisions to all University leaders.

GOAL SIX OBJECTIVES

OBJECTIVE ONE Improve the efficiency and effectiveness of administrative functions through Operational Excellence for the Second Century (OE2C).

OBJECTIVE TWO Develop an inclusive, transparent budgeting process that recognizes strategic priorities while lowering administrative expenses.

OBJECTIVE THREE Increase levels of future private support, building on the success of past campaigns.

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 people.

OBJECTIVE FIVE Employ investment best practices to balance potential rewards and risks, to grow a diversified endowment, and to increase support for the University's academic priorities.

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

OBJECTIVE SEVEN Engage alumni leadership in support of Strategic Plan goals and efforts to implement them.

RESOURCE REQUIREMENTS



To enable SMU to implement the six goals and supporting objectives in *Launching SMU's Second Century* strategic plan, significant resource commitments will be required. Clearly, attainment of these goals will necessitate the full, effective cooperation of all members of the University community – students, faculty, staff, alumni, parents, and friends. The continued enhancement of the University's academic quality and reputation will be the overriding criterion that provides the basis of allocating human, financial, and technological resources. Focus must be on allocating resources to the highest strategic priorities in support of the academic mission and continually evaluating opportunities for administrative functions to become more effective and efficient. For significant progress to be made toward these goals following our centennial decade, we must continue to increase the number of endowed chairs and professorships. Adding outstanding faculty will enhance the skills of those already on campus. Distinguished faculty appointments will have a significant influence on the quality of SMU's undergraduate and graduate students. In addition, substantial increases in scholarship support are required if we are to compete effectively with other universities for academically talented, diverse students.

TOWARD THE FUTURE



More than 100 years ago, visionary leaders in Dallas and The United Methodist Church founded SMU with high aspirations and bold optimism for the future. Were they to visit campus today, their astonishment can only be imagined. Today, SMU is a distinguished national university that is becoming one of the premier private institutions in the United States.

SMU also is one of the few private universities in the United States with a realistic opportunity in the near term to raise the actual and perceived quality of its academic programs. SMU's supporting communities have become more aware of this reality. As evidenced by our recent major gift campaigns, many constituents are developing a sense of responsibility to contribute their time and financial resources to ensure that this progress continues. Future economic development for the greater Dallas area will depend, in part, upon excellence in higher education at public and private institutions.

As noted in *Launching SMU's Second Century* plan, the existence of supportive infrastructures in academic programs and activities will be fundamental to our efforts. Extraordinary progress has been made in the quality of physical facilities for academic programs. When completed, several ongoing projects will provide an environment that is more conducive to teaching and research throughout the University. Along with these facilities, greater numbers of endowed faculty chairs and increased support for outstanding students will improve program quality substantially.

Additional infrastructure requirements for outstanding academic programs include technology hardware and software, along with library resources. Sufficient qualified personnel must be available to provide technical resources for progress. In combination, technology, especially advanced computing capabilities, and library resources provide the basis for much of the faculty's research and creative achievement.

The vision for SMU always has been bold, and these goals and objectives exemplify that enduring aspect of SMU's character. As the University makes significant strides toward attainment of its goals and objectives, its continual ascent within the higher education community will be inevitable. And SMU's importance to Dallas, a global center of commerce and culture, positions the University for prominence beyond the region. SMU's ability to provide the educational, cultural,

and technological resources for the accelerating growth of the Metroplex will ensure a future of shared national and international development for SMU and Dallas.

Each previous strategic plan has resulted in the heightened quality and growing impact of SMU. *Launching SMU's Second Century* calls for the University community to strive even more emphatically to increase faculty and student quality, harness interdisciplinary insights and innovative thinking to solve societal issues, and develop students who will, with high values and wise leadership, truly become world changers.

APPENDIX A



ASPIRANT AND COHORT INSTITUTIONS

ASPIRANT

Boston College
Brandeis University
Carnegie Mellon University
Emory University
Lehigh University
Notre Dame University
Tufts University
Tulane University
University of Rochester
University of Southern California
Vanderbilt University
Wake Forest University

COHORT

American University
Baylor University
Boston University
Fordham University
George Washington University
Marquette University
Pepperdine University
Syracuse University
Texas Christian University
University of Denver
University of Miami
University of Tulsa

APPENDIX B



THE SMU COLLEGE AND SCHOOLS

Dedman College of Humanities and Sciences

Meadows School of the Arts

Cox School of Business

Lyle School of Engineering

Dedman School of Law

Perkins School of Theology

Annette Caldwell Simmons School of Education and Human Development

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Southern Methodist University (SMU) will not discriminate in any employment practice, education program, education activity, or admissions on the basis of race, color, religion, national origin, sex, age, disability, genetic information, or veteran status. SMU's commitment to equal opportunity includes nondiscrimination on the basis of sexual orientation and gender identity and expression. The Executive Director for Access and Equity/Title IX¹ Coordinator is designated to handle inquiries regarding the nondiscrimination policies, including the prohibition of sex discrimination under Title IX¹. The Executive Director/Title IX Coordinator may be reached at the Perkins Administration Building, Room 204, 6425 Boaz Lane, Dallas, TX 75205, 214-768-3601, accessequity@smu.edu. Inquiries regarding the application of Title IX¹ may also be directed to the Assistant Secretary for Civil Rights of the U.S. Department of Education.

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¹Title IX¹ of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1688.

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